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ABSTRACT

Designed for teachers and administrators in Mississippi, the resource guide provides basic information relating to the education of children with specific learning disabilities (SLD). Federal and Mississippi state laws and policies relating to SLD children are explained. A model is presented dealing with instructional aims and learning processes related to receptive, associative, and expressive language. Guidelines for organizing a resource room for LD programs discuss suggestions for physical facilities, ways of encouraging parent cooperation and involvement, means of providing school personnel with program information, and scheduling procedures for coordinating the resource room with the regular school program. Diagnosis and evaluation are considered, and an annotated list of diagnostic tests which includes publishers' addresses is provided. Numerous samples of curriculum activities are outlined, each of which specifies the learning modality, the learning channel, the developmental area, the behavioral objective, sequential enabling activities, and necessary materials or references. A chart of curriculum materials indicates the area to which the materials pertain (such as reading or mathematics), the type and level of the materials, the price, and the publisher. A brief resource guide is included. (GW)

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RESOURCE GUIDE
SPECIFIC LEARNING DISABILITIES

A Guide for Teachers and Administrators

State of Mississippi

**State Department of Education
Division of Instruction
Special Education Office
Jackson, Mississippi**

This guide was developed in connection with a project entitled "Prescriptive Instruction for Elementary Pupils with Learning Disabilities - A Resource Approach" funded by U. S. Office of Education Project Nos. H12 7139B and 347:39, Part G, Education of the Handicapped Act, under Grant No. OEG-0-71-4436 (604).

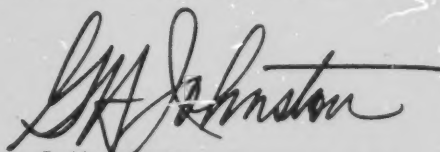
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FOREWORD

The field of specific learning disabilities is relatively new in education, although throughout the ages teachers have observed that some normally intelligent children fail to respond to traditional methods of instruction. In recent years, parents, educators, and psychologists have recognized the need for educational programs especially designed for these youngsters. Students who are classified as having specific learning disabilities are those having average or above average intelligence who have problems in one or more areas of learning.

This state guide has been prepared to assist administrators and teachers of children with specific learning disabilities in implementing constructive educational programs for these children.

A handwritten signature in dark ink, appearing to read "G. H. Johnston", with a long horizontal stroke extending to the right.

G. H. Johnston
State Superintendent of Education

INTRODUCTION

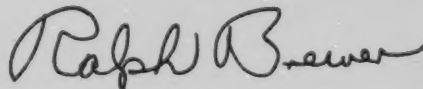
Selected Mississippi teachers and administrators in programs for children with specific learning disabilities have collaborated with the State Department of Education in compiling this resource guide designed to assist schools in building, maintaining, and improving services for pupils with specific problems in learning. The Leadership Training Institute in Learning Disabilities, funded under Part G, Education of the Handicapped Act, has provided consultation, information, and assistance throughout the term of this project.

Through Part G, Education of the Handicapped Act, a model resource program has operated three years in Hattiesburg Public Schools, and replication projects have been initiated this year in 15 districts. During the 1973-74 school year with Part G and other funds, and with state and local money, 95 teachers in 37 school districts are offering services to children with specific learning disabilities.

Recent communications from school administrators not now having such programs give evidence that a number are considering initiating services for children with specific learning disabilities. It appears that rapid growth will continue in the field.

This guide will serve as a valuable resource to those who seek teaching suggestions, lists of materials and other aids, bibliographies, discussions of tests and their uses, and addresses of key persons and agencies.

Your State Department of Education offers it to you with pride, and with gratitude to those who devoted their efforts in its preparation. Our thanks also go to the Bureau of Education for the Handicapped for assisting with funding through Part G, Education of the Handicapped Act, and for provision of consultants from the Leadership Training Institute.



Ralph Brewer, Director
Division of Instruction
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The Resource Guide was organized through a special replication workshop sponsored by the Mississippi State Department of Education, Division of Instruction, Special Education Office, the Hattiesburg Public Schools, and the University of Southern Mississippi, Department of Special Education.

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**LAWS AND POLICIES RELATING TO
SPECIFIC LEARNING DISABILITIES**

SECTION I

LAWS AND POLICIES RELATING TO SPECIFIC LEARNING DISABILITIES

Growth and changes in programs for children with learning disabilities in the State of Mississippi have resulted in more awareness on the part of educators, legislators, and the general public toward the special needs of these children. Learning disabled children have been defined by federal legislation and State Department of Education policy as:

... those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Such disorders include conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia. This term does not include children who have learning problems which are primarily the results of visual, hearing, or motor handicaps, or mental retardation or emotional disturbances, or of environmental disadvantage.

A. Federal Laws Relating To Specific Learning Disabilities

Congress, during the past decade, recognized the special learning needs of the handicapped. Specific legislation was enacted to provide financial assistance to programs for handicapped children including children with specific learning disabilities. The following pieces of federal legislation are used by school administrators to develop educational programs for children with specific learning disabilities.

1. The Elementary and Secondary Education Act of 1965, as amended.
 - a. Title I of ESEA includes provisions for educational services to handicapped children. In states with no mandatory special education (including Mississippi) special education services may be provided to handicapped children who live in the attendance areas designated for Title I projects. The projects may be designed for educationally deprived children including those defined as handicapped.
 - b. Title III of ESEA is designed to develop innovative and exemplary programs in education. Fifteen percent of a state's Title III grant is earmarked specifically for special education projects.
2. Public Law 89-313 is administered by the Title I Unit of the State Department of Education. The purpose of this program is to provide assistance to educational services in state-operated and state-supported schools. Pupils enrolled in local school districts are not eligible to receive PL 89-313 services.
3. Public Law 91-230. The Education of the Handicapped Act codified all previous legislation for the handicapped into one law. The following are several Parts of the Act that may be used to provide educational services for children with specific learning disabilities.
 - a. Part B - Assistance to the States for Education of Handicapped Children.

- (1) The States may utilize this section to strengthen leadership personnel on the state level. This includes employing state consultants in the area of learning disabilities.
 - (2) Grants are available to local school districts to initiate, expand, and/or improve special education services for handicapped children. Part B projects should be designed to stimulate the development of comprehensive quality programs and services, to demonstrate innovative practices and procedures, and to encourage educational reform which will enhance the learning potential of handicapped children.
- b. Part D — Training Personnel for Education of the Handicapped. Grants and contracts are provided to institutions of higher education and state educational agencies for the following purposes:
- (1) To provide training for personnel engaged or preparing to engage as teachers of handicapped children.
 - (2) To improve recruiting of educational personnel and to improve dissemination of information concerning educational opportunities for the handicapped.
 - (3) To provide grants for training physical educators and recreational personnel for handicapped children.
- c. Part G — Special Program for Children with Specific Learning Disabilities. This includes grants and contracting authority for:
- (1) Research relating to the education of children with specific learning disabilities.
 - (2) Professional or advanced training for educational personnel who are teaching or preparing to be teachers, or who are preparing to be supervisors.
 - (3) Establishing and operating model centers for the improvement of education of children with specific learning disabilities (King and Meisgeier, 1970)
4. Information pertaining to these federal programs may be obtained from the Title I, ESEA Unit, Title III, ESEA Office or the Special Education Office of the State Department of Education.
- B. State of Mississippi Laws Pertaining to Special Education Including Specific Learning Disabilities
1. Education Of Exceptional Children Act
- Section 6631-01. Purpose — The purpose of this act is to provide competent educational services and equipment for exceptional children, as defined in this act, for whom the regular school facilities are not adequate.

Section 6631-02. Definition — An exceptional child shall be defined as any child of educable and trainable mind as herein defined, under twenty-one (21) years of age for whose particular needs institutional care and training are not available in this state or who cannot or should not pursue regular classwork because of defective hearing, vision, speech, mental retardation or physical handicap or because of the possession of an exceptionally high degree of intellect, ability or creative talent. Such children shall be determined by competent professional persons in such disciplines as medicine, psychology, special education, speech pathology and social work and shall be considered exceptional children for the purpose of Section 37-23-1 through 37-23-111. Such professional persons shall be approved by the State Department of Education.

Section 6631-03. Administration — The State Department of Education is hereby empowered to foster, inspect, approve and administer a program of education for exceptional children as defined in this act. The State Department of Education shall make the necessary rules and regulations in keeping with the provisions of this act for its proper administration and shall employ such personnel as may be necessary to administer the act.

Section 6631-06. Procedure — In any school district where properly interested persons or agencies or parents or guardians of five (5) or more of any one type of exceptional children or of types which may be taught together, with the exception of those children possessing an exceptionally high degree of intellect, ability or creative talent, petition the board of trustees or governing board of the district for a special class or classes, the school authority shall request, within thirty (30) days of the date of the filing of said petition with said board, the State Department of Education to cooperate in securing a screening team, approved by the State Department of Education, to diagnose and evaluate the exceptional children referred to the school authority by the petitioner, parents or guardians, district school personnel, governmental and nongovernmental agencies which serve the same area as the school district.

When the screening team identifies five (5) or more of such exceptional children of any one type or of types that can be instructed and trained together, the school authority shall request that the State Department of Education cooperate in the establishment of the necessary class or classes under rules and regulations established for this purpose by the State Department of Education. Provided, that two (2) or more school districts may join together and contract to establish a special class or classes.

Section 6631-07. Teacher Training and Qualification — Courses of study, teacher-pupil ratio, adequacy of methods of instruction, in-service training qualification of teachers and technicians and necessary equipment for special education must comply with the requirements established by the State Department of Education. Boards of trustees of the districts wherein a special class or classes are established are to employ teachers as provided by law for the purpose of teaching the established special classes.

House Bill No. 51, Chapter 283, Laws of 1952 As Amended by House Bill No. 224, 1956 Regular Session, House Bill No. 404, 1960 Regular Session, House Bill No. 74, 1973 Regular Session, and House Bill No. 235, 1974 Regular Session.

2. House Bill No. 303, 1972 Regular Session (As It Pertains to the Education of Exceptional Children).

Section 1, 6248-02, (a), (1) "... and sixty percent (60%) of a teacher unit for each teacher employed in a special education class as authorized by Chapter 283, Laws of 1952, being Section 6631-01, et. seq., Mississippi Code of 1942, as now or hereafter amended and approved by the State Department of Education."

Section 1, 6248-02, (c), (1) "... provided, further, that the State Board of Education is hereby authorized and empowered to make such payments to all districts as deemed necessary in connection with transporting exceptional children as defined in Chapter 283, Laws of 1952, and the amendments thereto, being Section 6631-01, et. seq., Mississippi Code of 1942."

3. An Act To Provide Financial Assistance To Exceptional Children Attending Private And Parochial Schools; Provide For Administration By The State Department of Education; And For Related Purposes.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

Section 1. Every child who is a resident of the State of Mississippi of educable or trainable mind, as limited and defined in Section 4, under twenty-one (21) years of age, who has not finished or graduated from high school, and who is in attendance in a private or parochial school, shall be eligible and entitled to receive state financial assistance in the amount hereinafter set forth in this act.

Section 2. The State Department of Education is hereby authorized and directed to promulgate rules and regulations for the payment of such financial assistance and the administration of this act generally. The State Department of Education may also provide for the payment of such financial assistance in installments and for their proration in the case of children attending school less than a full school year. It shall also have the powers following:

- a. To receive and administer all funds for or hereafter appropriated to, provided for, or otherwise accruing to the State Department of Education for the purpose of providing financial assistance to students attending private or parochial schools; for the purpose of defraying the cost of the administration of this act; and for any and all purposes necessary or proper for the administration of the provisions of this act.
- b. To determine and pay the amount of the financial assistance to be made available to each applicant, and in so doing to prescribe classifications of applicants and programs developed, and that all applicants having the same classification shall receive equal financial assistance, provided however, that no financial assistance shall exceed the obligation actually incurred by the applicant; and no applicant shall receive more than Six Hundred Dollars (\$600.00) per school year from available state funds.
- c. (1) Upon approving the application for financial assistance, the State Department of Education shall issue its commitment in writing to the parent or

guardian of, or person standing in loco parentis to, the applicant, which said commitment shall be for a specified amount for each day. Payments made under such commitment shall be made by the department, in accordance with the terms of the commitment, and each commitment shall be conditioned upon the applicant's attendance with his application and the provisions of this act.

- (2) In the event of disapproval by the department of an application for financial assistance payable from department funds, the department shall give notice to the applicant, through the parent or guardian of, or person standing in loco parentis to, the applicant, by certified mail, and any applicant, through the parent or guardian of, or the person standing in loco parentis to, the applicant, may, within ten (10) days after receipt of such notice, apply to the State Board of Education for a hearing, and shall be given a prompt and fair hearing on the question of entitlement to such financial assistance. The Board shall render prompt decision upon such hearing, and, if the board shall affirm the previous action of disapproval of the application, notice shall be given to the applicant, through the parent or guardian of, or the person standing in loco parentis to, the applicant, by certified mail, and any applicant aggrieved by the action of the board may, through the parent or guardian of, or the person standing in loco parentis to, the applicant, within ten (10) days after receipt of such notice, file a petition in the chancery court of the county in which applicant resides for a hearing in the matter on all questions of act and of law. The petition shall be served upon the State Superintendent of Education. Within thirty (30) days after service of the petition, the board shall prepare and deposit a certified transcript of the record in the case in the office of the clerk of the court, which record shall include a copy of the application and any official findings, orders and rulings of the board in the case.
- (3) The State Board of Education shall have thirty (30) days after the service of the petition within which to appear and file exceptions, answers or other pleadings. Additional time for preparation of the certified transcript of the record and for appearing and filing exceptions, answers or other pleadings may be granted to the board by order of the court. The court, after considering the law, the pleadings and such evidence as may be adduced in the case, may modify, affirm or reverse the findings of the board and make, issue and enter its judgment accordingly. Appeal from any such judgment shall be subject to the procedures applicable to appeals in ordinary civil action.

Section 3. It shall be unlawful for any person to obtain, seek to obtain, expend, or seek to expend, any financial assistance funds for any purpose other than in payment of or reimbursement for the tuition costs for the attendance of his child or ward at a private or parochial school. A violation of this section shall constitute a misdemeanor and, upon conviction thereof, shall be punished by a fine not to exceed Five Hundred Dollars (\$500.00), not more than six (6) months in jail, or both.

Section 4. As used in this act, a child of educable or trainable mind shall be any child who cannot pursue regular classwork due to reasons of defective hearing, vision, speech, mental retardation, or other mental or physical conditions as determined by competent medical authorities and psychologists; provided that the medical authorities and psychologists are approved by the State Department of Education.

The State Department of Education shall have the authority to promulgate and enforce reasonable rules and regulations establishing standards for administration of this program, consistent with the maintenance of high quality programs for the benefit of the exceptional children served.

Section 5. If any clause, sentence, paragraph, or part of this act shall for any reason be adjudged by any court of competent jurisdiction to be invalid, such judgment shall not affect, impair, or invalidate the remainder of this act, but shall be confined in its operation to the clause, sentence, paragraph or part thereof, directly involved in the controversy in which judgment shall have been rendered.

House Bill 4, Regular Session, 1971, as amended by Senate Bill 2031, Regular Session, 1973.

4. Mississippi Learning Resources Act of 1974

Section 1. This act shall be cited as the "Mississippi Learning Resources Act of 1974."

Section 2. The intent of the Legislature of the State of Mississippi, by passage of this act, is to develop and make available to children of this state who are experiencing learning problems or show evidence of potential learning problems a comprehensive program of services that will raise the quality of education for all children in the State of Mississippi who are in need of such services.

The intent of the Legislature is not to displace existing screening teams, but to organize, mobilize and coordinate existing resources in the state for diagnostic services, while going into remote areas and rural sections where such resources are not available or within reasonable proximity. This service is intended to complement the services presently available from the State Department of Education and other agencies.

Section 3.

- a. The Department of Education is directed to establish a Learning Resources System to be implemented and administered by the department.
- b. The State Board of Education shall adopt and promulgate such rules and regulations as are necessary to implement and administer this system.
- c. The department is authorized to employ and train such professional and clerical assistance as is necessary to implement and administer the system.

- d. The department is authorized to accept any federal, state or other governmental funds and any funds from private sources or gifts, grants or donations.

Section 4

- a. The State Superintendent of Education shall appoint a Learning Resources Advisory Committee not to exceed thirty (30) members as the Superintendent, in his discretion, deems proper from each of the following groups:
 - (1) Professional educators actively engaged in the education of exceptional children or youth or in the administration of programs for exceptional youth and children.
 - (2) Professional educators in higher education dealing with the exceptional children and youth, and closely related areas.
 - (3) Parents of exceptional children and youth.
- b. The committee shall meet quarterly upon call of the superintendent, and its functions shall be purely advisory in nature and effect. No compensation or per diem shall be provided committee members, but each member shall be entitled to receive all actual, necessary expenses incurred in discharging official responsibilities, including mileage as authorized by law.

Section 5. The department shall determine the services to be provided by the system, but shall include the following services among those offered by the system:

- a. Continuous upgrading of the quality and effectiveness of testing and evaluation of children who are not making satisfactory progress in school and preschool children who evidence potential learning problems.
- b. Development and dissemination of information on educational curricula and programs for the instruction of children identified as needing special educational services.
- c. Provision, to school and other agencies rendering educational and related services to children, of professional services and consultation on specific learning problems encountered.
- d. Evaluation of educational services provided to children and consultation with administrators as to the improvement of such programs of services.
- e. Maintenance of in-service training programs for teachers.
- f. Provision of prospective teachers and other personnel opportunities to observe, study, and work with children, especially children with learning problems.
- g. Consultation with parents and appropriate educational agencies as to the resources available for diagnosis, education, care and treatment of their children.

- h. Maintenance of a computer reference by school district on the pupils who have received services in order to assure that appropriate educational procedures are being developed and utilized.

Section 6. The department, in implementing the provisions of this act, shall have the following duties:

- a. To establish in various areas of the state, the location and size of which shall be determined by the department, a team of full-time, qualified professional persons trained, individually or collectively, in the disciplines of psychology, speech and hearing, special education and social work. One (1) team shall be provided for each area, and shall render diagnostic, screening and prescriptive services to all children or youth found to be in need of such education related services.
- b. To contract for or purchase services of clinical and medical specialists, including, but not limited to, pediatricians, neurologists and psychiatrists, when such services of specialists are needed and not available from members of a team.
- c. To consult with school personnel, parents and agencies concerned with children and to serve as resource personnel to which such persons and agencies may consult for assistance in curriculum planning, methodology, material selection and other educational information or materials.
- d. To serve as a resource in programs of pre-service and in-service training of teachers.
- e. To disseminate information to the public with regard to children who experience learning problems.

Section 7. This act shall take effect and be in force from and after its passage.

C. Policies and Operating Procedures for Specific Learning Disabilities Programs.

1. State Policies for Self-Contained Classrooms

The self-contained classroom has been considered the better avenue through which children can be served who have more severe specific learning disabilities. The following considerations and/or procedures are to be exercised in order to comply with state policies and achieve the desired results with the children involved.

- a. The teacher must hold at least a Class A certificate or permit endorsed to teach children with specific learning disabilities.
- b. The pupils ruled eligible for this class must have been referred and screened according to policies and operating procedures designated by the State Department of Education. (See "A Handbook on the Policies and Operating Procedures for the Mississippi Program for Exceptional Children".)

- c. There must be a minimum of five (5) eligible pupils in order to receive state reimbursement for a class. The maximum number enrolled should not exceed ten (10). With a full-time aide the maximum number can be increased to twelve (12) pupils. The State Department of Education is not obligated for financing until an application is received from the school district and approved.
- d. Classrooms for specific learning disability programs should be at least regular classroom size and be located in the same building with pupils of comparable age. A portable classroom building may be used if the school utilizes buildings of this type in school programs, and if evidence is not present that pupils will be isolated from other school activities.

2. Resource Program in Special Education

a. Definitions

- (1) A resource program is one in which exceptional pupils are assigned to regular homerooms. The special education teacher assigned to the program works with the exceptional pupils on an individual basis or in small groups. The pupils' needs and the school's capabilities will determine the amount of time the student will spend in a resource program.
- (2) A resource teacher is a specialist in the education of exceptional children. This teacher who must be fully certified in the area in which she is teaching makes educational evaluations, develops effective teaching strategies, and works with colleagues as well as directly with pupils. A pupil's needs and the school's capabilities will determine how much time the resource teacher spends working directly with him. She will plan with his other teachers and provide special materials and suggestions for the periods of the day when she is not immediately supervising his work.

b. Certain State Department policies determine approval for resource programs in special education. They are as follows:

- (1) Support and understanding by the local school administration are pre-conditions for the initiation of a resource program in a school. (The state special education staff makes this judgment after observation and conferring with the administrator).
- (2) The school and the team in which a resource teacher works must be committed in practice as well as in theory to individualization of instruction (faculty demonstrates this by teaching each child on his learning level).
- (3) The pupil eligible for special education resource programs must have been screened by a regional screening team and declared eligible for placement in a special education class; he should be re-evaluated within one year by the local survey committee and a written report should be made to the regional screening team.

- (4) There should be sufficient materials and equipment in the school for every learning level of its students. (Inventories of materials should correlate with the pupils' achievement levels.)
- (5) The resource teacher must have a certificate (not a permit) with specific training in education of children with specific learning disabilities.
- (6) The resource team (group of "regular" and resource teachers and aides) who may be working in the resource program, should engage in a training and planning period prior to the initiation of the resource program. At this time, full and current records of all students who will be assigned to the teacher should be available and prescriptive programs developed for each child.
- (7) The resource team should share a weekly (preferably daily) planning period.
- (8) Duties and responsibilities (job descriptions) of each team member should be carefully outlined, preferably with the team members participating in decisions as to how duties should be allocated.
- (9) One team member, not necessarily the resource teacher, should be designated as the leader to assume responsibility for the conduct of the program in accordance with plans and guidelines.
- (10) The resource teacher must take the major role in planning the curriculum, as well as daily lessons, for the learning disabled children in the unit. She should work directly with each child only part time, but must be primarily responsible for his instruction under the leadership of the team chairman.
- (11) Teacher loads will vary according to the type and degree of specific learning disabilities of the pupils being served. A minimum number of SLD children being served by a resource teacher through the resource approach should be eight (8). The maximum should not exceed eighteen (18).

c. Itinerant Teacher

An itinerant teacher for the learning disabled is a professional teacher who serves children in two or more schools within a school district. Such an organization structure may be implemented on a block time schedule. Districts desiring this arrangement of programming should contact the State Supervisor of Special Education (See "A Handbook On the Policies and Operating Procedures For The Mississippi Program For Exceptional Children, p. 16.)

D. Certification Requirements for Teachers of Children with Specific Learning Disabilities

1. The learning disabilities teacher assigned to the unit shall hold, by September 1 of that year, at least a Class A certificate endorsed in the area of learning disabilities. A

permit equivalent to the highest class of certificate up to AA, which a teacher holds may be issued in the area of Learning Disabilities upon completion of six (6) semester hours or eight (8) quarter hours in special education, including a survey course in special education (Psychology of the Exceptional Child, Education of the Exceptional Child, Special Education, Education and/or Psychology courses dealing with the Exceptional Child) and one specified course in Learning Disabilities. Specific information concerning certification may be obtained from the "Regulations for Teacher Certification" Bulletin 130 (revised), Mississippi State Department of Education.

2. Class A permits may be issued to nonprofessional graduates of approved senior colleges, provided they have a concentration in Learning Disabilities.
3. Specific courses in Learning Disabilities:

	Sem. Hr.	Qtr. Hr.
a. Methods and Materials for Teaching the Child with Learning Disabilities	3	4
b. Psychology and Education of the Child with Learning Disabilities	3	4
c. Electives*	6	8

GENERAL REQUIREMENTS FOR CERTIFICATES IN LEARNING DISABILITIES

Certificate	Authorization	Tenure	Minimum Requirements
Class AAA	Teaching in grades K-12 according to endorsement specified	10 years	1. Hold a Class AA teaching certificate in areas of Learning Disabilities 2. Possess a master's degree plus: a. 30 semester or 40 quarter hours in a planned program in the area of special education leading to a post master's degree or certificate. - or b. 45 semester or 60 quarter hours of graduate credit with a minimum of 21 semester or 28 quarter hours in area of special education with an overall (b) average in all graduate work. 3. Three years experience in area of special education.
Class AA	To teach exceptional children in grades 1-12 according to endorsements specified	10 years	1. Hold or qualify to hold a Class A special subject certificate endorsed to teach Learning Disabilities and a master's degree which includes 15 semester or 20 quarter hours of graduate credit in special education in the area for which Class A special subject field certificate is endorsed - or 2. Hold or qualify to hold a Class A teacher's certificate (elementary, secondary or special subject) and a master's degree which includes 24 semester hours of graduate credit in special education. Eighteen semester or 24 quarter hours of the 24 semester or 32 quarter hours of graduate credit must be in courses specified for each endorsement in special education. The specified courses are listed under Class A certificates in special education.
Class A	To teach exceptional children in grades 1-12 according to endorsements specified	5 years	1. Bachelor's degree from an approved senior college which includes: a. General Education listed on page 18 (Bulletin 130, SDE) b. Professional Education listed for special subject certificates on page 26 (Bulletin 130, SDE)

E. Screening Procedures for Children with Specific Learning Disabilities

The State Department of Education will approve for financial assistance only the learning disability classes where the pupils have been reported eligible by an approved regional screening team. In the initiation of this program in 1952, the Special Advisory Committee selected by the State Board of Education recommended the establishment of regional screening teams in various areas of the state to perform the functions of the "medical authorities and psychologists" specified in H.B. 51. The membership of the regional screening team was expanded to include other necessary disciplines, but included the "medical authorities and psychologists", as specified in the act.

The following are the procedures a local school system should use in screening pupils for learning disability programs.

1. If the program is new to a school system, requests should be made for a member of the Special Education Office to visit the school and outline the specific procedures for screening children. This may include a talk before the school's entire faculty to explain the characteristics of the children for whom the program is planned.
2. The school system should establish a Local Survey Committee. The person appointed to the committee should have interest and competence in evaluating children and collecting data on them. Some of these will usually be: special education teacher, regular class teachers, speech and hearing specialist, principal, guidance counselor, school psychologists (or psychometrist), school nurse, and possibly county health and welfare personnel. The major function of this committee is to collect all available pertinent information on each pupil recommended and suggest pupils who need further evaluation by the regional screening team. Pupil Data Forms are provided by the Special Education Office to guide this committee in its work.
3. After the committee collects and reviews all of the information on each pupil referred, it recommends to the school administrator (or his designee) that he contact the chairman of one of the regional screening teams to make arrangements for individual tests of these pupils whom the local survey committee is referring.
4. The regional screening team selected by the school system will send to the school one or more psychological evaluators and will administer for each child appropriate tests and report findings to the screening team. Minimum testing would involve administration of:
 - a. The full Wechsler, obtaining and recording scaled scores on all subtests.
 - b. The Bender Visual Motor Gestalt Test.
 - c. A supplementary test such as the Goodenough Draw-A-Man.
 - d. In some instances, the regional screening team and the school administration may decide to utilize the ITPA.

In making a decision as to eligibility for classes in the area of learning disabilities, the regional screening team will consider the following factors, information or criteria:

Level of intelligence: Although many mentally retarded children manifest symptoms of learning disabilities, only children with at least normal or potentially normal intelligence in either verbal or performance areas are considered eligible for such classes. The "potentially normal" might be considered those who have most of their subtest scaled scores within the normal range but because of appreciable deficit in one or a few subtests obtained verbal or performance IQ scores below the accepted normal level.

The list of characteristics of learning disabilities: The teacher who knows the child best shall check those which he considers clearly applicable to the child being evaluated. After responding to the checklist, the teacher shall briefly summarize in his own words his observations of the child being studied. The checklist was designed to identify five different areas of deficit:

Auditory language--generalized, receptive, and expressive

Reading--visual dyslexia and auditory dyslexia

Written language--dysgraphia, difficulties with revisualization, and formulation and syntax problems

Arithmetic or number concepts--dyscalculia

Nonverbal disorders of wide variation

Academic achievement: A child with learning disabilities will be appreciably below normal age-grade placement in one or more of his subject matter areas.

Recent achievement test scores are needed for this determination. If no such scores are available, the evaluator shall administer the Wide Range Achievement Test.

The developmental history: The record of stages of development at normal ages or deviations is quite important in evaluating a child.

Education record: It is important to know whether the child has always had learning problems or whether they were acquired at some point. If the latter, one might suspect emotional problems as the primary handicap. Reports of teacher's observations are helpful.

5. The regional screening team will declare a pupil eligible, ineligible, or eligible on trial for placement in a specific type of special education program. The actual decision of class placement of an eligible pupil rests with the local school district. In no situation should a pupil be placed in a special education class and not be re-evaluated. It is the responsibility of the local school district to review each pupil's progress each year.
6. After processing by the regional screening team, the original material, a summary of services and special recommendations will be returned to the school system. Duplicate material will be sent to the Special Education Office of the State Department of Education.

7. A pupil who has been adjudged by a regional screening team to be eligible for a trial placement in a special education program must be re-evaluated within one year of placement. A written report of the pupil's progress along with achievement tests and other data gathered during the school year should be sent by the local survey committee to the regional screening team. Based on the additional information the team will review the pupil's eligibility for continued placement. The screening team may request additional psychological tests or make an eligibility decision based on supportive data submitted by the local committee. The regional screening team may bill the district for the re-evaluation based on the fee scale.
8. The school system will be billed by the regional screening team for services:
 - a. Fees for testing learning disability children
 - b. \$5.00 administration fee for processing reports
 - c. Fees for mileage and subsistence.

F. Private and Parochial School Programs:

Private and parochial schools that meet the same requirements for teacher certification, screening, teacher-pupil ratio, building, grounds and instructional equipment as public schools can assist parents in applying for financial assistance for reimbursement of tuition. This assistance is provided under House Bill 4, Regular Session 1971, as amended by Senate Bill 2031 Regular Session 1973. Parents may obtain further information and application forms by contacting the Special Education Office, State Department of Education, P. O. Box 771, Jackson, Mississippi 39205.

SELECTED REFERENCES

1. "Policies and Operating Procedures for the Mississippi Program for Exceptional Children," Special Education Office, Division of Instruction, State Department of Education, Jackson, Mississippi.
2. State of Mississippi, "Regulations for Teacher Certification, Bulletin 130, 1970 Revision," Division of Instruction, State Department of Education.

G. Samples of forms used by State Department of Education, Special Education Office:

(See following pages.)

(Please Submit in Duplicate)

School year 19__ - 19__

STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
SPECIAL EDUCATION OFFICE

APPLICATION

For New Special Education Class

- I. School District _____ County _____
Name of School or Attendance Center Where Class is to be Located _____
Address of School or Center _____
- II. Type of Exceptionality: (check one)
Eduable mentally retarded _____ Trainable mentally retarded _____ Emotionally handicapped _____ Specific learning disabilities _____ Hearing impaired _____ Visually impaired _____ Speech correction _____ Physically handicapped _____ Home-bound _____ Gifted and talented children _____
- III. Type of Class: (check one)
Self contained _____ Resource program _____ Cooperative (Sp. Ed.--Voc. Rehab.) _____
(Sp. Ed.--Voc. Rehab.--Voc. Ed.) _____
- IV. Level of Class: (check one)
Early childhood _____ Lower Elementary _____ Upper Elementary _____ Jr. High _____ Sr. High _____
- V. Source of financing*: (check one or more)
Private _____ Minimum Foundation _____ District Maintenance _____ Title I _____ Title III _____ Title VI _____ Other _____
- VI. Name of teacher _____ Degree held _____
Certificate number _____ Area of endorsements _____
If teacher does not presently hold the required endorsement in the specific area of Special Education in which she plans to teach, will she do so by September 1? _____
- VII. Classroom: Is classroom available in regular school building where children of comparable ages are housed? _____
Approximate size of classroom: Length _____ ft. Width _____ ft.
General conditions of room (heat, light, ventilation, etc.): (check one) Good _____ Fair _____ Poor _____
- VIII. Number of students to be enrolled in class: _____
- Date of application _____ 19__

Signature of School Superintendent

Approved subject to compliance with State Board of Education Policy

Herman K. White
Supervisor of Special Education_____
Date approved

*The class approved by this application must be initiated by the beginning of the second semester in order for it to receive Minimum Foundation funds provided by amendments to House Bill 51, 1952 Regular Session.

School or Attendance Center _____

Date Received _____

STATE DEPARTMENT OF EDUCATION
Division of Instruction
Special Education Office
P. O. Box 771
Jackson, Mississippi 39205

District _____

PUPIL PERSONAL DATA SHEET
Specific Learning Disabilities

STUDENT IDENTIFICATION

Name _____ Sex _____ Race _____ Grade _____ Date of Birth _____
Home Address _____ Telephone _____
Parent or Guardian _____ Reason for Referral _____

STANDARDIZED TEST RECORD

NAME OF TEST	Scores (grade equiv, %ile, IQ, etc.)					EXAMINER	DATE ADMIN.
	Reading	Arith.	Lang.	Battery	IQ		

SUMMARY OF SCREENING

1. Hearing (circle) pass fail	EXAMINER	DATE ADMIN.
2. Vision (circle) pass fail		
Comments _____		

SUMMARY OF PSYCHOLOGICAL REPORTS (Attach complete reports, test booklets, drawings, etc.)

SCALE USED	EXAMINER			DATE ADMIN.
Visual Motor Test (Bender, Gestalt, Winterhaven, etc.)				
Individual Achievement Test	Arith. Gd.	Read Gd.	Spell. Gd.	
Wechsler Intelligence Test	Scores			
	Verbal	Performance	Full Scale	
Subtest Scaled Scores	Information	Vocabulary	Block Design	
	Comprehension	Digit Span	Obj. Assembly	
	Arithmetic	Pict. Comp.	Coding	
	Similarities	Pict. Arrang.	(Digit Symbol)	

Comments (Significant findings, problems, etc.) _____

REPORT OF REGIONAL SCREENING TEAM (NOT FOR LOCAL COMMITTEE)

Eligible _____ for Classes for children with
Ineligible _____ Specific Learning Disabilities
Eligible on Trial _____ Signed: _____ Chairman

*A student placed in a class for Specific Learning Disabilities on a trial basis must be re-evaluated after one year.

Date: _____

Team: _____

Suggestions for further diagnosis or services: _____

18 HOME AND FAMILY INFORMATION

Parents Marital Status _____ Economic Status _____

Occupation: Father _____ Mother _____

Education: Father _____ Mother _____

Attitude toward Special Education _____

No. Siblings _____ Ages from _____ to _____ Siblings in Special Education _____

Home Behavior of Child _____

Pregnancy: Full Term _____ Premature _____ No. Months Premature _____

Birth: Natural _____ Hours in Labor _____ : Caesarean _____ : RH Factor - Yes _____ No _____

Development:

Age in mos. (1) sat alone _____ (2) walked alone _____ (3) spoke words _____

(4) spoke in sentences _____ (5) was toilet trained _____ (6) fed self _____

Present height _____ ft. _____ in.; Weight _____ lbs.

EDUCATIONAL RECORD

Age entered school _____ Present age _____ Present grade _____ Grades repeated, etc. _____

Special classes attended _____

Behavior in school _____

Irregularities in attendance _____

SUMMARY OF MEDICAL REPORT (Attach Complete Reports)

General:

Physical anomalies _____

Medications taking _____

Special precautions or limitations required _____

Examining Physician _____ Date examined _____

Neurological: Findings - - Positive _____ Negative _____ Nature _____

Examining Physician _____ Date examined _____

Recommendations _____

DESCRIPTION OF BEHAVIOR (Based on attached list of characteristics. Give the name and number of the specific characteristics applicable to this child and explain how each applies to him. Use additional sheets if necessary.)

Recommended for: Program for children with Specific Learning Disabilities

Signed: _____
Chairman, Local Survey Committee

STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
SPECIAL EDUCATION OFFICE
P. O. BOX 771
JACKSON, MISSISSIPPI 39205

19

Application for Handicapped Student Financial Assistance in Private or Parochial School

Session 19____ 19____

Application MUST Be Complete (Please Type or Print)

I. INFORMATION PERTAINING TO STUDENT:

Name _____
(Last) (First) (Middle)

Date of Birth _____ Sex _____
(Month) (Day) (Year)

School Attended Last Year _____
(Name) (Address)

Grade Last Year _____ Public School _____ Private School _____ (Check One)

Type of Handicapping Condition (Circle suspected major handicapping condition):

Educable Mentally Retarded	Trainable Mentally Retarded	Emotionally Handicapped
Specific Learning Disabilities	Hard of Hearing and Deaf	Homebound
Speech/Language Impaired	Visually Impaired	Crippled

INFORMATION PERTAINING TO PARENT, GUARDIAN OR PERSON STANDING IN LOCO PARENTIS TO STUDENT:

Name _____ Relation to Student _____

Legal Residence _____

County _____ Phone Number _____

VERY IMPORTANT: Please type or print the name and address to whom reimbursement warrant should be mailed. If there are any changes, please notify the Special Education Office immediately!

Name _____ Street or Route _____

City _____ State _____ Zip Code _____

(See Back of Form)

3. CERTIFICATION OF PARENT, GUARDIAN OR PERSON STANDING IN LOCO PARENTIS TO STUDENT:

I, _____, being the parent, guardian or person standing in loco parentis (circle one), make application to the State Department of Education for student financial assistance as provided by House Bill 4, Regular Session, 1971, as amended by Senate Bill 1031, Regular Session, 1973 for _____
(Name of Student)

I receive assistance from _____ (welfare, insurance, etc.) in the amount of \$ _____ monthly or _____ yearly to defray my child's tuition.

If financial assistance is made available, I hereby agree to:

- (a) furnish the State Department of Education or its authorized agent such information as it may request concerning the attendance of the student for whom financial assistance is requested.
- (b) return such funds if the pupil fails to attend and to notify the State Department of Education immediately of the date the pupil discontinued attendance.
- (c) notify promptly the school and the State Department of Education of any change in my address or that of the student for whom financial assistance is granted.

I hereby certify that financial assistance is requested for the sole purpose of paying tuition at a private or parochial school providing educational services to my handicapped child. I understand that if financial assistance is sought, obtained, or expended for any purpose other than that set forth in the statute and in the regulations of the State Department of Education, I shall be liable as provided by House Bill 4, Regular Session, 1971, as amended by Senate Bill 2031, Regular Session, 1973.

The information submitted in this application is true and correct to the best of my knowledge and belief.

(Date)

(Signature)

4. INFORMATION PERTAINING TO PRIVATE OR PAROCHIAL SCHOOL (To be completed by school.)

Name of School _____

Address _____ Phone Number _____

I, being the Superintendent or duly authorized official of the above school, certify that _____

_____ has been accepted, approved, and is in actual attendance in this school session from _____ to _____
(Date Enrolled) (Date Enrollment Expires)

Total number of days student will be enrolled for current session _____ Annual tuition \$ _____

I certify that the above named school is a private or parochial school meeting all requirements of the Mississippi Department of Education or of the State Department of Education in which the institution is located to provide educational services for handicapped children.

(Date)

(Signature and Title)

RATIONALE

SECTION II

RATIONALE

The rationale presented in this section is one that attempts to account for the majority of concerns related to specific learning disabilities from an educational standpoint. Possible etiologies, which have come from a variety of professional fields (medical, psychological, educational) are not the major basis of this rationale.

Learning disability is viewed, educationally, as a problem relating closely to the learning function. A review of learning theory suggests several kinds of commonalities as evidenced by the general work of Bateman (1964), Myers and Hammill (1969), Lerner (1971), Money (1966), Frierson and Barbe (1967), and others. Most reviews agree that:

- A. Specific learning disabilities do not necessarily exist by single causes.
- B. Specific learning disabilities are problems of extreme individual differences.

These agreements indicate the teacher will need to have a variety of methods and "means" at her command, and be able to closely observe children for the purpose of determining appropriate curricular action. Such an educator will have to be prepared to utilize several kinds of learning activities.

To help identify the educational perspectives in the learning disability field, a model is presented in Figure One and is intended to give the reader a general conceptual framework. This conceptual framework is one utilized at the Woodley School Project, a prototype learning disability program, in Hattiesburg, Mississippi. The model is adapted from the original work of Bateman (1964, *EXCEPTIONAL CHILD JOURNAL*), and intends to focus on educational processes, while accounting for specific programs, materials, and methods.

The model in Figure One suggests the teacher will be concerned with Receptive Language (the input of information) through the common perceptual channels of the senses. Haptic (based on the sense of touch), vision, and hearing (auditory). Not only may the teacher be concerned with these learning modalities, but also the developmental nature of these modalities. For instance, the model suggests that a child must be able to note similarities and differences, identify form, contour, shape, size, integrate these, and understand spatial relationships as a prelude to acquiring language (Note Larson, 1968, for a full discussion of this developmental process), and other high level receptive processes.

Often it is expected the child will come to school ready to acquire language; to start to read, to write, and to perceive numbers. The learning disability child, of any age, may need to acquire, or reacquire, receptions in one or more perceptual channels and at one or more developmental levels.

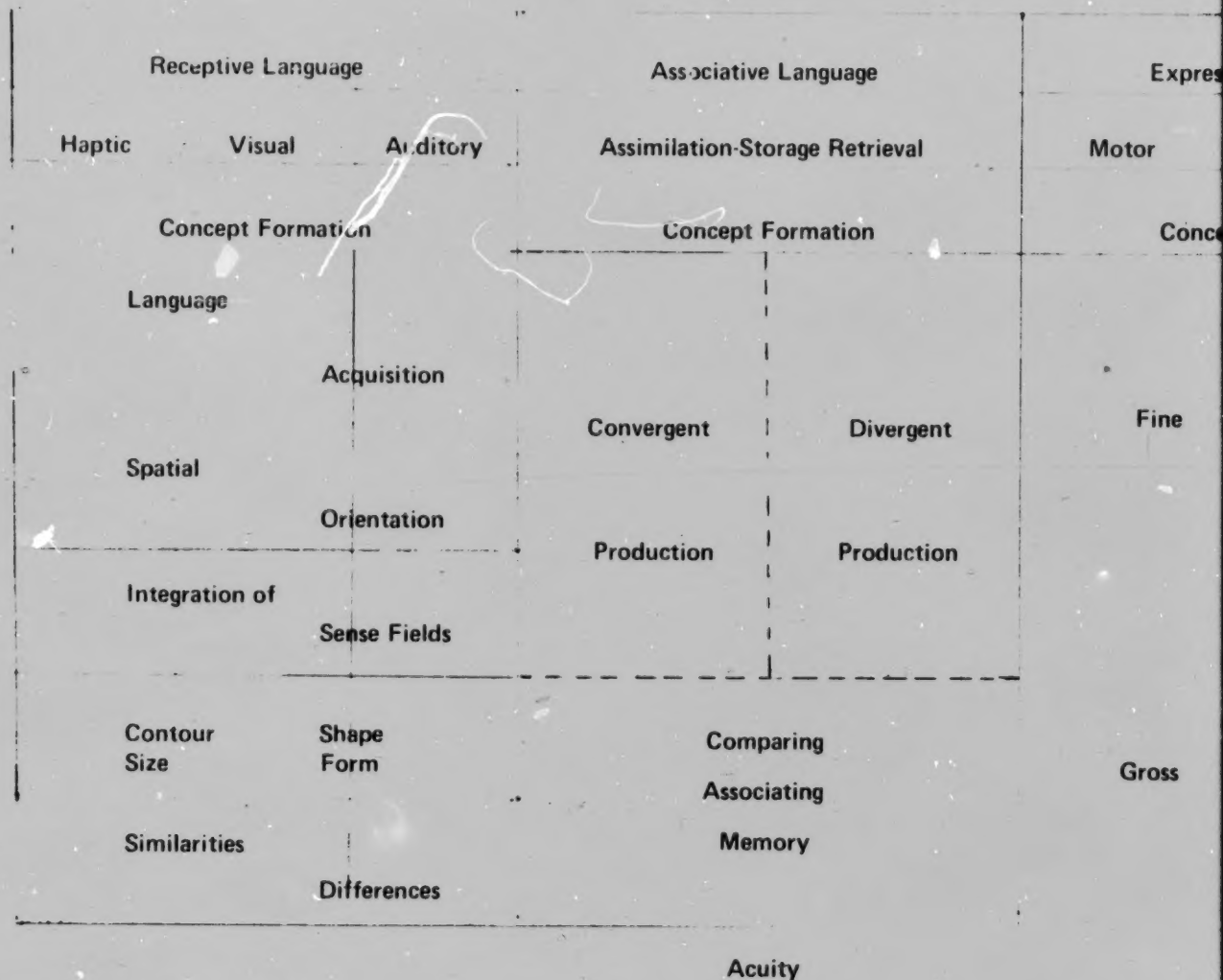
Associative Language (Cognition) allows the teacher to consider what the child must do with his perceptual learnings. Figure One suggests the child should be able to use his abilities of assimilation, storage, and retrieval in order to derive meaning from prior learning. Developmentally, memory, associative, and comparative functions form a basis for convergent and divergent production, and the processes (inductive-deductive reasoning, synthesis, analysis, categorization, classification, etc.) involved in such production. The learning disability child could be one who has difficulty in using his perceptions in a meaningful way.

Expressive Language (output) indicates the concern of performance productions observed of children. This, the model suggests, is done motorically (writing, drawing, ball throwing, gesturing, etc.) or by verbal expression. Teachers primarily evaluate a child's performance by how well he expresses himself. Developmentally, gross and fine motor production must be considered and the production of phonemes, morphemes, syntax, and semantics are of concern in the development of verbal expression. A learning disability child may display marked deficits in one or both of these learning areas.

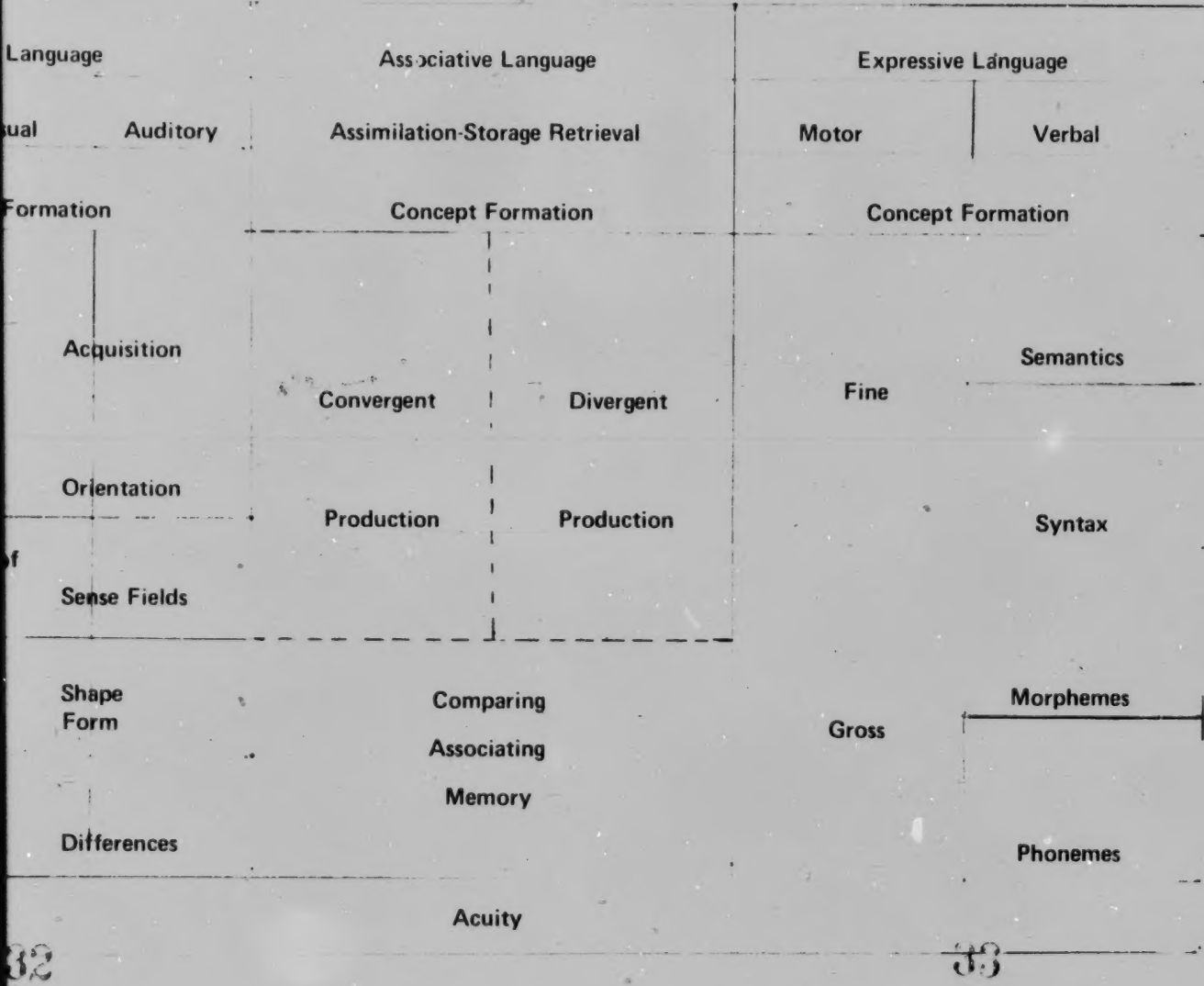
To summarize, the learning disabled child is one who may have educational problems in single or multiple learning modalities and at a variety of levels within such channels. Concomitant to such learning deficits, non-causal behaviors, like emotional or social disturbances, speech disorders, and lack of motivation may be in evidence. Specific learning disabilities are complex problems and call for educational personnel specifically trained and qualified in the learning disabilities field if pupil progress is to be attained.

In the chapters that follow, reference will be made to this conceptual model. Equipment and materials discussed in Chapter III, Assessment, indicated in Chapter IV, and Activities and Materials exemplified in Chapters V and VI, refer to broad modalities indicated in Figure One. This conceptualization should help the teacher implement a program.

FIGURE ONE - GENERAL LEARNING MODEL



GENERAL LEARNING MODEL



**ORGANIZING AND DEVELOPING A RESOURCE ROOM
FOR LEARNING DISABILITY PROGRAMS**

SECTION III

ORGANIZING AND DEVELOPING A RESOURCE ROOM
FOR LEARNING DISABILITY PROGRAMS

A. Purpose and Definition of a Specific Learning Disabilities Resource Program

The purpose of a learning disabilities resource program is to provide a system of service delivery which will accommodate children who have mild to moderate disabilities. In other words, it is an attempt to enable educators to match the intensity of instruction with the needs of a child. Resource programs will not eliminate the need for a self-contained class as there are children in each school district who require the structure and intensity of this type of program.

The resource room for children with specific learning disabilities (SLD) is that room in which the SLD teacher works with assigned students in remediating their area(s) of disability. Hopefully, it is also a place to which the children look forward to going because of the success they experience there and the understanding they receive. It is emphasized that each of these SLD children is assigned to a regular classroom and only goes to the resource room for a specific portion of the school day.

Although this section is devoted primarily to the resource approach to SLD, the following should be equally applicable to the self-contained approach with a few modifications in terms of scheduling.

The objectives of this section are as follows:

1. To provide suggestions for physical facilities needed for a resource room.
2. To provide suggestions for encouraging parent cooperation and involvement.
3. To provide the school personnel with information regarding the scope of the program.
4. To provide sample scheduling procedures to coordinate with the regular school program as well as the child's individual needs.

B. Physical Facilities

1. Location

The resource room should be located within the regular school setting so as not to stigmatize the child by isolation. An area could be chosen which is as free from distractions as possible. An area away from playground noises and hallway traffic is most desirable.

2. Appropriate Size and Space

The size of the resource room depends on needs and physical plant. If the room is to be used exclusively for specific learning disability students, a classroom may be

easily converted. There should be storage space for equipment and open shelves so the children can learn to find their own materials. The teacher should have space to work with a small group of children. Provisions should also be made for an area where several children can work independently. Classrooms for specific learning disability programs should be at least regular classroom size and be located in the same building with pupils of comparable age; however, variations in program structure could allow for smaller rooms to be used; for example, when a resource teacher works with no more than two or three students at a time.

If the resource room is part of a resource center in the school, the resource teacher may have an area partitioned for the resource students.

3. Furnishings

The furnishings of the resource room will depend upon the number of students and the grouping methods the teacher will use. Certainly each teacher will want to provide some space for group work. Room dividers which can double as bulletin boards, area rugs, and tables can define areas for group teaching. Study carrels would be helpful for independent study. If carrels are not available, desks could be used. One section of the room could be set aside for the use of specialized equipment.

Carpets are helpful in reducing noise which triggers hyperactivity. Small activity groups can be seated on carpets or rugs.

The room should be equipped with ample electrical outlets for flexibility in the use of electrical equipment.

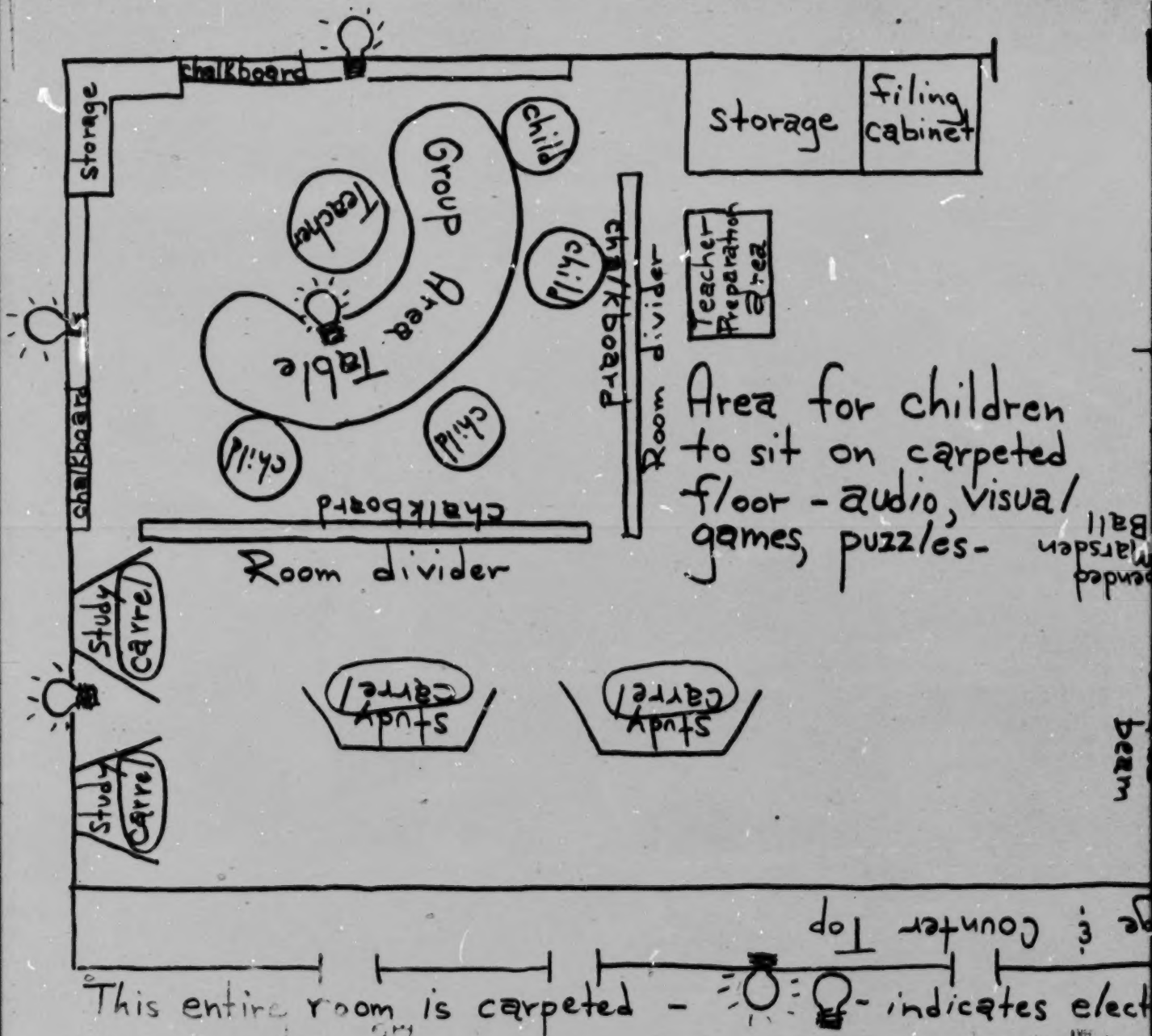
A diagram has been included which suggests an arrangement for a resource room. (See following page.)

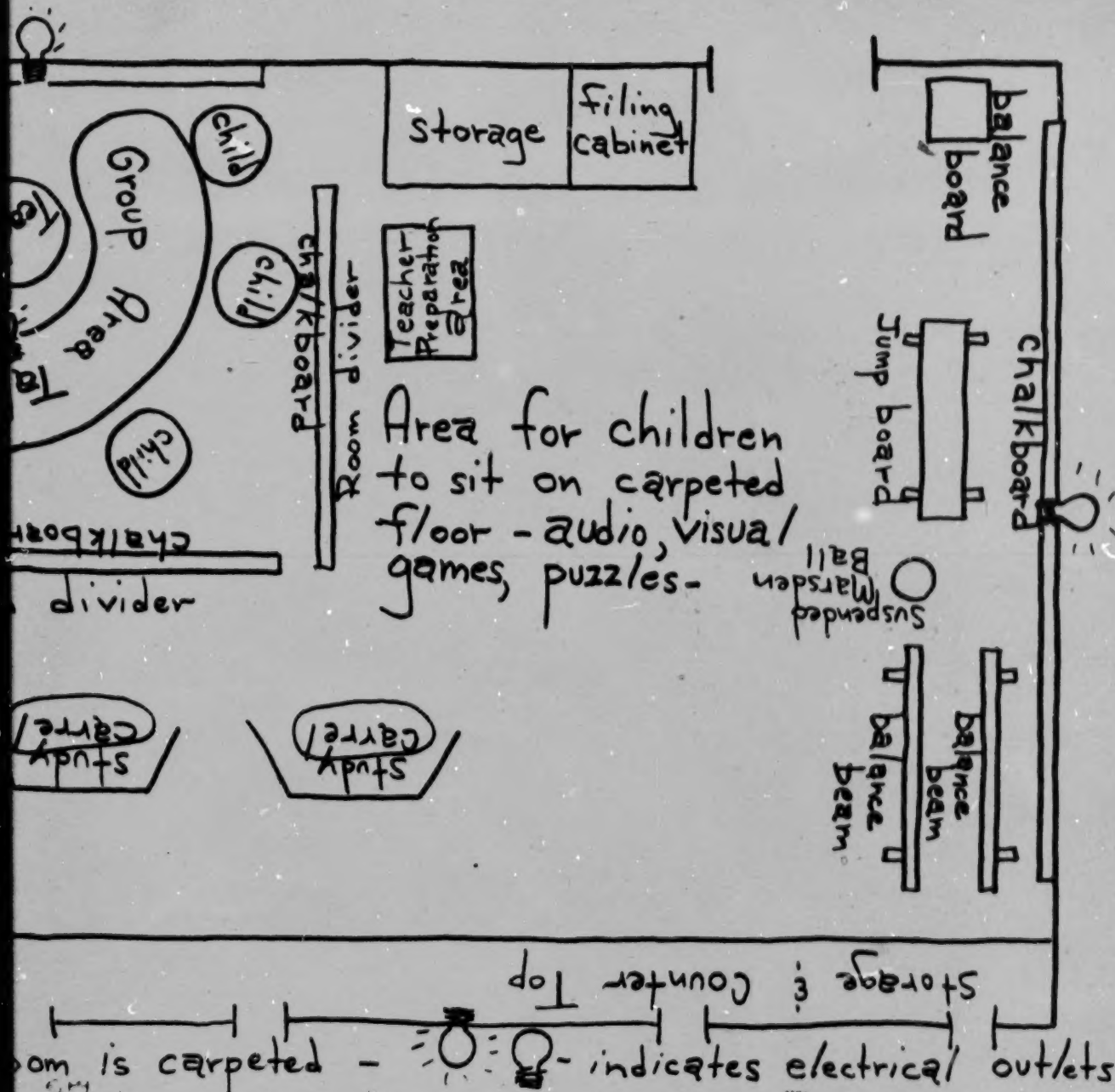
4. Equipment and Materials for the Resource Room

The following outline contains suggestions for basic equipment and materials necessary for setting up a resource room.

a. Equipment

- (1) listening center with headphone sets
- (2) cassette recorder
- (3) study carrels (minimum of two)
- (4) record player
- (5) film strip projector
- (6) individual film strip
- (7) tachistoscope with projector reader or OPTA (overhead projector tachistoscope adapter)





b. Evaluation Materials*

(1) Illinois Test of Psycholinguistics

(2) Visual perception tests

- (a) Beery Test of Visual Motor Integration
- (b) Frostig Test of Visual Perception
- (c) Winter Haven Perceptual Forms

(3) Reading tests

- (a) Durrell Diagnostic Reading Test
- (b) Spache Diagnostic Reading Scales

(4) Math tests

- (a) Key Math
- (b) Mathematics sections of achievement tests

c. Instructional Materials*

(1) Language

- (a) Distar Language
- (b) Peabody Language Development Kit

(2) Reading

- (a) Palo Alto Series
- (b) SRA Basic Reading Program
- (c) Open Court or Open Court Remedial
- (d) Distar Reading

(3) Math

- (a) Sterns Structural Arithmetic
- (b) Houghton-Mifflin
- (c) Continental Press

(4) Games for auditory, visual and motor perception

(5) Motor Equipment**

- (a) Balance beams
- (b) Balance boards
- (c) Swinging ball and other balls

*For additional list of materials with prices and addresses, see Section VI.

**Some of this equipment could be built by maintenance departments.

C. Staff Development and Parent Involvement

1. Characteristics

- a. **Principal:** The principal should have an understanding of the nature of specific learning disabilities and the special needs of these children. He must have a strong desire to make the program a success, realizing that teacher scheduling and cooperation depends largely upon him. He must be willing to have a flexible program, since schedules may change throughout the year. He should be able to assist the teacher in promoting understanding and cooperation with parents.
- b. **Teacher:** The learning disabilities teacher has many roles to play. If she is a diplomat capable of working with other teachers and with administrators, her program may avoid many pitfalls. The success of the SLD program in each school depends on the salesmanship of the SLD teacher. When she conveys her conviction and belief in the program to those in her school and to the community, she prepares the way for its success. On the other hand, her enthusiasm should be tempered with the realization that her program should coordinate with the regular school schedule. This requires flexibility and, we emphasize again, diplomacy.

An authority in the field, Dr. Jeanne McCarthy, has listed the areas in which she feels an SLD teacher must be trained, experienced, knowledgeable and competent.

- (1) Sensori-motor functioning
- (2) Visual processing - perceptual and conceptual
- (3) Auditory processing - perceptual and conceptual
- (4) Language development
- (5) Intersensory intergration
- (6) Academics
- (7) Social adjustment
- (8) Emotional development

2. Inservice for Educators

Another element essential to the success of a resource SLD program is the support and cooperation of all school personnel. This success should be the combined responsibility of the principal, resource teachers, and supervisors. A strong inservice program is the foundation upon which this support and cooperation is built.

The format for this will vary according to each school district's unique situation, but there are certain topics which could be covered. These include:

- a. Screening and referrals
- b. Characteristics of exceptional children
- c. Diagnostic and prescriptive techniques
- d. Activities for remediation of these problems
- e. Equipment and teaching materials
- f. Cooperative planning between the regular classroom and resource teachers
- g. Organization and administration of the total program
- h. Duties of educational aides
- i. Evaluating pupil progress
- j. Curriculum content
- k. Area resource staff responsibilities
- l. Parent involvement in relationship to regular classroom teacher and resource teacher
- m. Classroom management techniques relating to emotional and/or behavioral problems.

3. Parent Programs

Inservice training for parents, as well as educators, is needed for a successful program. The primary reason for this is the fact that parents and teachers are the major agents of change in the child's life. Without cooperation and coordination between these agents, the child may experience difficulty. The other reason for involving parents is their need and right to better understand their child and what is being done to help him.

a. Group meetings

The one appropriate manner of educating and eliciting cooperation of the parents is through periodic group meetings. If there is a local chapter of the Mississippi Association for Children with Learning Disabilities (MACLD), the parent group meeting might be incorporated with the MACLD meetings. If not, these parent meetings might serve to initiate such a chapter. These group meetings may be structured in a number of ways, but they should be designed to give parents a thorough understanding of learning disabilities as it is interrelated to home, school, and community.

b. Individual Meetings

In addition to the group meetings, there may be occasions on which teachers will meet with parents individually. Again, there is no set structure or time schedule for these meetings, but the SLD teacher should be willing to schedule other conferences if the parents wish to meet with her.

- c. Inservice meetings should be held systematically. This would include training in the application of various child management techniques in the home. These meetings could be conducted by school personnel, outside consultants and/or parents. Examples of techniques which have been used by parents should be shared with the group.

4. Community Resources

Each community will have certain resources upon which to draw in providing adequate inservice. These may include local professionals such as pediatricians, neurologists, optometrists, speech and hearing professionals, psychologists, etc.

Additional resources available include:

- a. Hattiesburg Title VI-G Project
Dr. Billye Bob Currie, Director
846 Main Street
Hattiesburg, MS 39401
- b. Mr. Herman K. White, Director
Special Education
State Department of Education
P. O. Box 771
Jackson, MS 39205
- c. State Department of Education
Media Library
P. O. Box 771
Jackson, MS 39205
- d. State Board of Health Library
Jackson, MS 39211
- e. National ACLD
2200 Brownsville Road
Pittsburg, PA 15210
- f. State ACLD (MACLD)
Box 12083
Jackson, MS 39211
- g. Local MACLD chapter

- h. L. D. teachers or experienced special education supervisors
- i. State regional screening team chairmen
- j. College and university special education personnel
- k. Regional mental health center personnel
- l. County health department
- m. Welfare department

D. Program Implementation

1. Assessment

The first step the teacher must take is to determine each child's strengths and weaknesses through diagnostic techniques and instruments such as those discussed in Section IV. After assimilating all of the diagnostic information, she should compile it into some kind of workable chart. As an example, a hypothetical class profile has been included (Fig. 3). Each broad area of disability has been subdivided into modality areas. Based on the diagnostic profile, each child's program has been plotted according to his weak areas.

It is important that the resource teacher be allowed time at the beginning of the year to make a comprehensive assessment of her students. Without this organized diagnostic information, the teacher will be unable to recommend an overall schedule which will consider the strengths and weaknesses of the students.

Now the teacher's task is to arrange each child's resource room program in order to strengthen the deficit areas. The actual time spent in the resource room will vary with each child. For example, Joel from our sample class might spend most of the day there while Tommy would stay only thirty minutes to one hour. Some children might come to the resource room for short periods both in the morning and in the afternoon. Assessment must be a continuous process based on the performance of the child. After planning the program of remediation, the teacher will make recommendations for coordinating the resource and the regular program.

2. Scheduling

Scheduling will be an important task and will need to be revised as the students show improvement that would suggest decreasing the time in the resource room.

The principal plays a crucial role in this scheduling process. He must arrange time schedules which will be convenient to the individual classroom teacher, the resource teacher, and the specialized teachers such as music and physical education. It is helpful if the principal can distribute the resource teacher's case load among a minimum number of teachers. If at all possible, release time could be worked into each teacher's schedule so that the resource teacher can have regularly scheduled conferences with the classroom teacher.

Figure 3

	Auditory			Visual			Language	
	Receptive	Associative	Memory	Receptive	Associative	Memory	Receptive	Associative
Henry	X		X				X	
Tommy					X	X		
Joel	X			X			X	X
Mack	X		X					
Susan				X	X	X		

	Reading			Math		Motor	
	Phonics	Attack Skills	Phrasing	Conceptual Form	Mechanics	Fine	Intermediate
Henry	X					X	
Tommy	X	X			X		
Joel	X	X	X	X			
Mack						X	X
Susan	X	X	X				

Auditory			Visual			Language		
ive	Associative	Memory	Receptive	Associative	Memory	Receptive	Associative	Expressive
		X		X	X	X		
			X			X	X	X
		X						X
			X	X	X			

Reading			Math		Motor		
s	Attack Skills	Phasing	Conceptual Form	Mechanics	Fine	Intermediate	Gross
	X			X	X		
	X	X	X				
	X	X			X	X	X

Two charts (Figures 4 and 5) have been devised in order to provide sample schedules which would indicate one approach that may be used in determining when and for how long a child should be removed from the regular classroom. These charts will enable the reader to visualize the child's daily schedule. In making schedules, the following points should be considered:

- a. A resource program is designed to provide a child with intensive instruction by a specialized teacher while keeping him primarily within the mainstream of education; therefore, to remove the child for excessive periods of time will defeat the purpose of this program. In addition, the effectiveness of the resource program will be jeopardized because the teacher will necessarily be planning and implementing such large numbers of daily learning activities that she will be unable to maintain contact with the regular classroom teachers.
- b. In general, the child should be pulled from the skills area in which he is weak. This will avoid a conflict in teaching strategies and will likely help prevent frustration. Subjects such as science and social studies should be presented in a unit approach with varied activities which would allow the learning disabilities child to succeed.
- c. Exceptions to the pull-out process might include such things as Child No. 1 (Fig. 5) who would ideally be removed from PE (See Fig. 4) since he is clumsy and the children tease him; however, the resource teacher has several students in her room at that time and would be unable to provide the motor instruction. The resource teacher will, of course, discuss the problem of the playground activities with the regular teacher in hopes of making this a more enjoyable period for the child. Another exception might occur when an older child has several deficit areas, sees himself making progress, and wants to double his time in basic skills. When the regular teacher is able to individualize, the child may remain in the regular class for language arts and be pulled from social studies or music for further skills instruction. A third exception could involve the child making the transition back into the regular classroom. He must be able to perform in his problem areas; thus he may be pulled from PE or science in order to provide support and supplementary instruction.
- d. In making the initial schedule, it is helpful to pull students for a block of time which coincides with the regular classroom schedule. It is sometimes difficult for the teacher to plan for the child who returns to class in the middle of her presentation; however, within blocks, a teacher changes activities. For example, in language arts there may be reading, writing, spelling, English, and language development. Students may return to the room as these activities change. (See Figures 4 and 5, Student No. 6). In these cases, the child may be helpful in assuming responsibility for changing classes. Sometimes a student may be sent from the regular class to tell the resource student to return.
- e. Flexibility of placement in terms of the individual needs of a child must always be considered. The resource teacher and the regular teachers work closely together to coordinate each child's programs; therefore, if a child begins to become frustrated in any area of regular classroom, or on the other hand, if a child shows such progress as to reduce time spent in Resource, the resource

teacher should take the primary responsibility for recommending to the principal the change in schedule to meet the individual needs of each child.

3. Alternative Strategies

Resource schedules could vary with the number of teachers and grade levels being taught. Examples of different situations could be as follows:

a. Scheduling for four resource teachers:

TEACHER 1 could teach reading, math and provide visual and auditory training for 5th and 6th grades.

TEACHER 2 could teach spelling, reading and math for grades 1-4.

TEACHER 3 could provide visual, auditory and motor (gross and fine) training.

TEACHER 4 could have one-to-one reading and spelling training for severe reading problems.

b. Scheduling for three resource teachers:

TEACHER 1 - Self-contained primarily with 1st and 2nd graders.

TEACHER 2 - Resource teacher for 3rd and 4th grades.

TEACHER 3 - Resource teacher for 5th and 6th grades.

c. Scheduling for one resource teacher:

When one teacher is handling all of the learning disabilities program, she might find that there is not enough time for scheduling these children to the resource room. The following are considerations for one resource teacher:

- (1) Limit the number of grade levels.
- (2) Provide the teacher with an aide.
- (3) Consider the more mild disabilities.
- (4) Try to limit the number of regular classroom teachers involved.

Figure 4

SAMPLE SCHEDULE FOR AN ELEMENTARY SCHOOL

Grade Level	Language Arts	Math	Social Studies	PE
1	8:00 - 10:00 12:30 - 1:30	1:30 - 2:30	10:00 - 11:30 (Lunch)	11:30 - 12:30
2	8:00 - 10:00 12:30 - 1:30	1:30 - 2:30	10:00 - 11:30 (Lunch)	11:30 - 12:30
3	10:30 - 1:30 (Lunch)	8:00 - 8:30 9:30 - 10:30	1:30 - 2:30	8:30 - 9:30
4	12:30 - 2:30	8:00 - 9:30	10:30 - 12:00 (Lunch)	9:30 - 10:30
5	8:00 - 10:30	11:30 - 1:30 (Lunch)	1:30 - 2:30	10:30 - 11:30
6	8:00 - 10:30	12:00 - 1:30	10:30 - 12:00 (Lunch)	1:30 - 2:30

SAMPLE SCHEDULE FOR AN ELEMENTARY SCHOOL

Language Arts	Math	Social Studies	PE, Art, Music
8:00 - 10:00 12:30 - 1:30	1:30 - 2:30	10:00 - 11:30 (Lunch)	11:30 - 12:30
8:00 - 10:00 12:30 - 1:30	1:30 - 2:30	10:00 - 11:30 (Lunch)	11:30 - 12:30
10:30 - 1:30 (Lunch)	8:00 - 8:30 9:30 - 10:30	1:30 - 2:30	8:30 - 9:30
12:30 - 2:30	8:00 - 9:30	10:30 - 12:00 (Lunch)	9:30 - 10:30
8:00 - 10:30	11:30 - 1:30 (Lunch)	1:30 - 2:30	10:30 - 11:30
8:00 - 10:30	12:00 - 1:30	10:30 - 12:00 (Lunch)	1:30 - 2:30

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Figure 5

**SAMPLE SCHEDULE FOR RESOURCE TEACHER
BASED ON ONE HYPOTHETICAL STUDENT FROM EACH GRADE LEVEL**

		Basic Language Skills	Math	Motor	Perceptual Processes
8:30	- 9:00	*2,5,6	4		2,5
9:00	- 9:30	2,5,6	4		2,5
9:30	- 10:00	2,5	3		2,5
10:00	- 10:30	2	3	1	2
10:30	- 11:00			1	
11:00	- 11:30	Lunch	-	-	-
11:30	- 12:00		5		5
12:00	- 12:30	4	5,6		5,4
12:30	- 1:00	4	5,6		5,4
1:00	- 1:30	4	5,6		5,4
1:30	- 2:00	4			4
2:00	- 2:30	4*			4

<u>Student</u>	<u>Grade Level</u>	<u>Deficits</u>
No. 1	1	Fine & Gross Motor
No. 2	2	Auditory - Reading
No. 3	3	Math
No. 4	4	Visual - Math, Reading
No. 5	5	Visual, Auditory, Reading, Math
No. 6	6	Reading, Math

*Student Number

DIAGNOSIS AND EVALUATION

SECTION IV

DIAGNOSIS AND EVALUATION

A. Psychoeducational Diagnosis

Diagnosis is the act or process of deciding the nature of a disorder or disability by examination and through the examination making a careful investigation of the facts to determine the nature or basis of the problem. (Bannatyne, 1967). This definition suggests that appropriate assessments are of paramount importance; still even the best diagnosis is relatively worthless without special material and activity considerations made by the teacher. Diagnosis does not take place at intervals, but is a continuous process that helps the teacher look critically at the total program, at teaching techniques and the individual child. A three-step process may be followed--diagnosis, remediation, evaluation. This can be continued until the child is able to function in a regular classroom setting.

Diagnosis is intended to provide information indicating possible specific deficits in particular learning areas. Teachers should be able to establish where the breakdown in learning skills occurs and be able to provide correct remediations that may build up deficit skill areas. A teacher in specific learning disabilities will need knowledge in many areas to allow her to find appropriate materials for the SLD child and his needs. The guiding rule should be to remediate the deficit areas and reinforce through the intact areas.

The mass of information gathered through the diagnosis procedure must be organized and the results reduced to a form readily handled. One way to do this is to develop a profile, or chart, of the child's strengths and weaknesses. This then becomes the basis for prescriptive teaching and grouping for class instruction.

An example of an individual profile is reproduced on the following page and is taken from the book, APPLICATION OF PUPIL ASSESSMENT INFORMATION: FOR THE SPECIAL EDUCATION TEACHER.

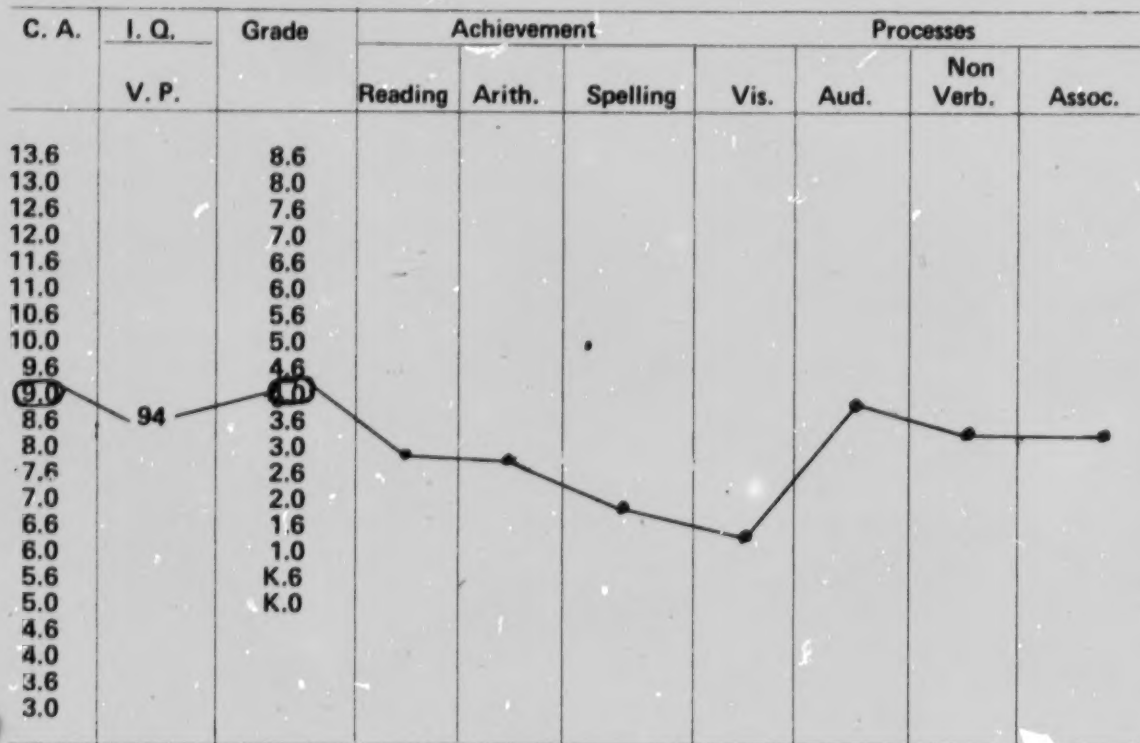
Remediation consists of instructional activities designed to strengthen deficit areas. Examples of suggested activities are found in Section V, Activity Samples.

Evaluation is the continuous process of determining the success of the remediation program, and the progress of the individual child. Procedures should include observations of how the child performs given tasks as well as comparisons of retesting scores with pretest results.

SAMPLE EDUCATIONAL/DIAGNOSTIC PROFILE FORM

Name of Child Jana

Date _____



Reference: Bill R. Gearheart and Earnest Willenberg. Application of Pupil Assessment: For the Special Education Teacher ; Love Publishing Company, Denver, Colorado, 1970.

B. Cautions

Extreme care must be taken to avoid the improper use or misuse of tests. Many tests have upper and/or lower age limits and should be used only with the appropriate age groups. Of equal importance is the requirement that a test be asked to do only what the test was designed to do. Neither a teacher nor anyone else should use a test unless the examiner has competency in test administration, scoring and interpretation, and is aware of the validity and reliability of that test. Teachers must realize that there will be students who fail tasks, not because they can not perform them, but because they do not understand what is expected.

The function of the regional screening team is to determine eligibility for admission to special education class. This team will use, at the minimum, those tests required to be administered to determine eligibility. Those tests are listed in Section I of this guide, as are current criteria for admission to a class for learning disabilities.

While there are many good, appropriate tests for elementary aged learning disabled students, no tests designed especially for students of junior and senior high school ages are available. There are many statements and indications that research into appropriate tests for older learning disability students is being conducted and will be available at a later time.

This section will be concerned with several of the major areas of instruction with recommendations for work with students having learning disabilities. These areas will be defined and examples of frequently used commercial tests and informal evaluations will be given.

A word of caution for the beginning teacher: There will be very few students who have a "pure" strain of learning disabilities. The teacher can expect to find a myriad of interrelated areas with each area affecting all other areas.

AUDITORY PERCEPTION

Introduction

Auditory perception is the ability to receive, assimilate, integrate, and interpret auditory stimuli. Stated more simply, it is the ability to comprehend and remember what is heard. Any deviation or lag in one or more of the auditory processes may interfere with learning. This becomes evident by the child's response to auditory stimuli. Behavioral characteristics which may be exhibited by a child having an auditory deficit include: (1) an inability to follow directions; (2) an inability to recall immediate and/or delayed events; (3) confusion in speech patterns; (4) sound-substitutions in speech; (5) omissions of speech sounds; (6) an inability to phonetically unlock words; and (7) an inability to screen out extraneous stimuli. These are only a few of the types of problems that the child with auditory perceptual problems may experience. (GUIDE FOR TEACHERS: PROGRAM FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES - Department of Special Education, DeKalb County School System, DeKalb County, Georgia.)

Informal evaluation could consist of careful observation of the child as he performs tasks such as:

- (1) the whisper test
- (2) reacting to conversation
- (3) watch tick test
- (4) location of sounds
- (5) discrimination of sounds
- (6) attending to specific auditory stimuli against a distracting background
- (7) memory
- (8) sequencing

Formal Tests

- (1) Wechsler Auditory Discrimination Test
- (2) Goldman-Fristoe-Woodcock Test of Auditory Discrimination

VISUAL PERCEPTION

Introduction

Visual perception is the ability to receive sensory impressions from the environment and to identify and interpret these impressions in relation to past experiences. This perception involves not only the use of the five senses, but also the thought processes necessary for the interpretation of those experiences. Children with visual perceptual problems do not see or experience the world about them as others do. They do not receive the correct information through the senses, or if they do receive the correct information, they are unable to organize it properly (Frostig, 1964). Behavioral characteristics which may be exhibited by children experiencing visual perceptual problems include: (1) an inability to dress oneself; (2) an inability to compete with peers in sports and games; (3) difficulty with cutting, pasting, and drawing; (4) appearing inattentive, disorganized, clumsy, and awkward; (5) an inability to screen out extraneous visual stimuli; (6) difficulty with positional words (on, over, in, around); and (7) difficulty in discriminating words with similar configurations such as there and their (Frostig, 1964).

An informal evaluation could consist of observation of the child as he performs such tasks as:

- (1) copying
- (2) block designs
- (3) eye tracking
- (4) memory
- (5) visual discrimination
- (6) eye-hand coordination
- (7) sequencing
- (8) attend to visual stimuli against distracting background

Formal Tests

- (1) Frostig's Developmental Test of Visual Perception
- (2) Keystone Visual Survey
- (3) Winter Haven Test for Perceptual Abilities

MOTOR COORDINATION

Motor coordination involves the use of both large and small muscles in smooth, unified movements.

An informal evaluation of motor skills consists of observation in tasks such as:

skipping
hopping
throwing
catching
balance beam
tires
jump rope
directionality

standing on one foot
hand-eye
cutting
tracing
pasting
outlining
hoola hoop

Formal Tests

- (1) Denver Developmental
- (2) Purdue Perceptual Motor Survey

SUGGESTIONS FOR EVALUATING ACADEMIC SKILLS

A. Reading

An informal reading evaluation could consist of careful observation of the child while performing tasks such as:

1. Recognizing letters
2. Letter sounds
3. Letter combinations
4. Sight vocabulary
5. Oral reading
6. Comprehension checks

Formal Tests

1. Spache Diagnostic Reading Skills
2. Durrell Listening Reading Series

B. Spelling

An informal spelling evaluation consists of checking the child as he performs for errors in:

1. Differentiation of letters
2. Reversals

3. Substitutions
4. Omissions
5. Transpositions

Formal Tests

1. Monroe Diagnostic Reading Test
2. Durrell Listening Reading Series

C. Arithmetic

Informal evaluation: This basically will consist of careful observations of how the child performs a variety of tasks scaled from the simple to the more complex. The teacher might also ask the child to verbalize about his work. Some things for which the teacher will watch are:

1. Recognition of numerals
2. Ability to write numerals
 - a. Inversions
 - b. Transpositions of digits
 - c. Rotations
 - d. Reversals
3. Knowledge of the four basic operations and the appropriate signs
4. Organization of his work spatially, such as aligning partial products properly

Formal Tests

1. Key Math Diagnostic Arithmetic Test
2. Buswell-Johns Diagnostic Test for Fundamental Process in Arithmetic

D. Writing

Informal evaluation: This basically will consist of careful observations of how the child performs a variety of tasks scaled from the simple to the more complex. The teacher might also ask the child to verbalize about his work. Some things for which the teacher will watch are:

1. How his handwriting compares with a model

2. Copying

- a. Letters
- b. Words
- c. Phrases
- d. Sentences
- e. Numbers

3. Dictation

- a. Letters
- b. Words
- c. Phrases
- d. Sentences
- e. Numbers

4. Tracing

- a. Shapes
- b. Letters

Any reliable handwriting program should suffice as a formal testing instrument.

ANNOTATED LIST OF TESTS, WITH PUBLISHERS' ADDRESSES

A.

1. Illinois Test of Psycholinguistic Ability (Kirk, McCarthy, and Kirk, 1968).

A major test in the cognitive and sensori-motor abilities level for children 2½ - 10 years of age is the Illinois Test of Psycholinguistic Ability.

The ITPA provides an instrument that will aid in diagnosis by identifying specific areas of learning disabilities. The subtests attempt to measure certain perceptual and cognitive abilities which seem to bear a relationship to intellectual development and academic learning.

The ITPA subtests:

- a. Auditory Reception--the ability to understand auditory symbols
- b. Visual Reception--the ability to gain meaning from visual symbols

- c. Auditory Association--the ability to relate concepts presented orally
- d. Visual Association--the ability to relate concepts presented visually
- e. Verbal Expression--the ability to express ideas and concepts verbally
- f. Manual Expression--the ability to express ideas manually
- g. Grammatic Closure--the ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflection
- h. Visual Closure--the ability to identify a common object from an incomplete visual presentation
- i. Auditory Sequential Memory--the ability to reproduce from memory sequences of digits of increasing length
- j. Visual Sequential Memory--the ability to reproduce sequences of non-meaningful figures from memory.

Illinois Test of Psycholinguistic Ability

University of Illinois

Urbana, Illinois

Cost \$43.80

2. Psychoeducational Inventory of Basic Learning Abilities (Robert E. Valett, 1968).

This inventory is an individualized diagnostic evaluation of the basic learning abilities. The teacher administered inventory can be given to children from 5 - 12 years of age. This is not a standardized test, but depends on examiner's subjective judgment. The following learning abilities are evaluated: gross-motor development, sensori-motor integration, perceptual-motor skills, language development, conceptual skills, and social skills.

Fearon Publishers
Palo Alto, California
Cost \$0.80

3. Pupil Record of Educational Behavior (Ruth Cheves).

This is an inventory for evaluating a student's ability level and pattern of functioning. It profiles the student's performance in visual-motor perception, auditory perception, language development, and mathematical concepts. The PREB is easily administered and appropriate for pre-school to upper primary children. This inventory is proving to be a good diagnostic test, but has not been on the market long enough to establish validity.

Teaching Resources Corporation
100 Boylston St., Boston, Mass. 02116
Cost \$46.00 (guide, materials, and 15 pupil record books)

4. A Program For Early Identification of Learning Disabilities.

Special Child Publications, Inc.
4535 Union Bay Pl., N.E.
Seattle, Washington 98105

5. Slingerland, Screening Tests for Identifying Children with Specific Language Disability.

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Mass. 02138

6. Detroit Test of Learning Aptitude

Bobbs-Merrill
4300 W. 62nd Street
Indianapolis, Indiana 46228

B. Motor

1. Lincoln-Oseretsky Motor Proficiency Test

This test evaluates an individual's performance in gross motor skills, speed, coordination, dexterity, rhythm, balance, jumping, and manual ability. The Lincoln-Oseretsky was developed for use with children ranging in age from 6 - 14 years. Portions of this test can be administered and interpreted by the classroom teacher.

Western Psychological Services
Los Angeles, California
Cost \$35.00

2. Purdue Perceptual-Motor Survey (Dr. E. G. Roach and Dr. Newell C. Kephart).

This survey was developed to evaluate various perceptual-motor abilities in children from 6 to 10 years of age. The perceptual-motor factors in this survey include balance, postural flexibility, laterality, body image, rhythm, translation of an auditory stimulus to motor response, symmetrical control of the body, directionality, eye-foot coordination, ocular control, form perception, figure ground relationships, muscular fitness, and gross motor coordination. Kephart's Slow Learner in the Classroom is recommended reading for this survey.

Charles E. Merrill Publishing Co.
Ann Arbor, Michigan
Cost \$9.90 (25 record forms, manual)

3. Southern California (Series Ayres, 1966).

There are five (5) different tests included in the Southern California Series:

a. Figure-Ground Visual Perception Test

This test is designed to assist in the determination of deficits in visual perception which require selection of a foreground figure from a visual background. Appropriate for children from 4 - 11 years of age. This test takes approximately 20-30 minutes. Cost \$15.00

b. Kinesthetic and Tactile Perception

A battery of six (6) tests to evaluate dysfunction in haptic perception in children ranging in age from 4 - 8 years. Requires 15-20 minutes. Includes subtests of kinesthesia, manual, form perception, finger identification, graphesthesia, double tactile stimuli perception, and localization of tactile stimuli.

c. Ayres Space Test

A widely used performance test for children and adults (normative data for ages 3 - 10 years) with visual perception impairment. Measures spatial ability, perceptual speed, and directionality in space. Takes approximately 20-30 minutes to administer. Cost \$25.00

d. Motor Accuracy Test

A widely used test to measure the degree of, and changes in, sensori-motor integration of upper extremities of individuals with nervous system dysfunction. Also assist in making diagnosis of perceptual motor dysfunction. Norms for children from 4 - 8 years of age. Takes approximately 10-15 minutes.

e. Perceptual-Motor Test

A series of six tests designed to evaluate dimensions of perceptual motor function in children from 4 - 8 years of age. The subtests are: imitation of postures; crossing midline of body; bilateral motor coordination; right-left discrimination; standing balance, eyes open; standing balance, eyes closed. 20 minutes. Cost \$11.50

The Southern California Series of tests can be bought together or individually.

Western Psychological Services, 12031
Wilshire Blvd.
Los Angeles, California 90025

4. Left-Right Discrimination and Finger Localization

Hoeber-Harper, 1959
Benton, New York

C. Vision

1. Frostig's Developmental Test of Visual Perception (Marianne Frostig, 1964).

In examining difficulties in visual perception, Frostig's tests are helpful in further delineating specific types of difficulty. This test includes measures of eye-hand coordination, figure-ground perception, form constancy, position in space, and spatial relationships. The norms range from about three to ten years of age.

Frostig Developmental Test of Visual Perception

Follett Educational Corporation

Parkinson Division

Chicago, Illinois

Cost: \$10.50 (10 test booklets, manual, 11 demonstrating cards, monograph)

2. The Developmental Form Sequence Test (Beery and Buktenica, 1967).

The Developmental Form Sequence Test appears very fruitful for the study of visual form perception, organization, and reproduction. Approximate age levels can be assigned to every form attempted, and an overall age equivalent is available based on norms for ages from two to fourteen years. This test involves more than visual perception, for manual expression is also involved and some organization functions and motor skills at the automatic level.

3. Memory for Designs Test

Francis K. Graham and Barbara S. Kendler

Psychological Test Spec.

Box 1441

Missoula, Montana 59801

4. Winter Haven Test for Perceptual Abilities

Winter Haven Lions Research Foundation, Inc.

Box 1112

Winter Haven, Florida 33880

5. Keystone Visual Survey Telebinocular

Keystone View Company

Meadville, Pennsylvania 16335

The administration of this test requires the use of the Keystone Telebinocular.

6. The Beery-Buktenica Developmental Test of Visual Motor Integration

Follett Publishing Company

Chicago, Illinois

A child showing difficulties in visual perception should be further examined for possible sensory defects in the visual field. Not only should refractive errors be determined but any problems of fusion, muscle imbalance, depth perception, etc., should be evaluated and corrected when possible.

D. Auditory

1. Goldman-Fristoe-Woodcock Test of Auditory Discrimination (Ronald Goldman, Maclyne Fristoe, and Richard W. Woodcock, 1970).

The G-F-W is a test of auditory discrimination which evaluates speech-sound discrimination. This test is administered in both quiet and distracting noise settings. All test materials and accessories are contained in an Easel-Kit TM. The G-F-W is given to children ranging from four years of age and above.

American Guidance Service, Inc.
Circle Pines, Minn.
Cost: \$18.50

2. Wepman Auditory Discrimination Test (Joseph M. Wepman).

Wepman's test is used in determining the auditory discrimination ability of children. This test will also determine speech defects in children from 5-8 years. Wepman's test includes retesting forms.

Western Psychological Services
Los Angeles, California
Cost: \$35.00

E. Academic

1. Reading

- a. Durrell Listening Reading Series

This test is designed for grades one through six and is made up of the following subtests: Oral Reading Test, Silent Reading Test, Listening Comprehension Test, Word Recognition and Word Analysis Test, Letters, Visual Memory of Words, Sounds in Words, Spelling, and Handwriting.

Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, N. Y. 10017
Cost: Primary--Test booklet, \$10.00 pkg/35, Intermediate--Test booklet, \$12.00 pkg/35

- b. Monroe Diagnostic Reading Test

This test offers a diagnostic profile showing specific reading difficulty, if any, as well as arithmetic, spelling, and mental age.

C. H. Stoeling Co.
Chicago, Ill.

c. Spache Diagnostic Reading Scales

The tests are individually administered and used to determine elementary grade levels. The test battery consists of three word recognition lists, twenty-two reading passages of graduated difficulty, and six phonic tests.

CTB/McGraw-Hill
Del Monte Research Park
Monterrey, California 93940
Cost: \$1.00/test; \$8.75/35 record booklets

d. Silveroli Word Reading Test

This is a test for preprimer through sixth grade which tests oral reading of word lists; reading paragraphs, orally and silently; and comprehension.

William C. Brown, Publishers
Dubuque, Iowa
Cost: \$2.50

e. Iota Word Recognition

Diagnostic Examination
Institute for Juvenile Research
907 South Lincoln
Chicago, Illinois

f. Gates-MacGinitie Reading Tests

The Psychological Test Catalog, 1972
Psychological Corporation
304 East 45th Street
New York, NY 10017

g. Gray Oral Reading Test

Bobbs-Merrill
1720 East 38th Street
Indianapolis 6, Indiana

2. Spelling

Two tests which can be used are the Monroe Diagnostic Reading Test and the Durrell Listening-Reading Series and Webster.

3. Arithmetic

a. Buswell-Johns Diagnostic Test for Fundamental Process in Arithmetic

This is an individual math test for the elementary grades. The pupil does the work aloud, enabling the teacher to discover deficit areas. The computation is

divided into the four major operations--subtraction, addition, multiplication, and division.

Bobbs-Merrill Co.

4300 W. 62nd Street

Indianapolis, Indiana 46268

Cost: \$5.60/kit of 35 worksheets, 35 teacher charts, manual

- b. The Monroe Diagnostic Reading Scales include a math subtest.
- c. Key Math Diagnostic Arithmetic Test (Connally, Nachtman, Pritchett, 1972).

American Guidance Service

Publishers Building

Circle Pines, Minnesota

Provides a comprehensive assessment (pre-school through seventh grade and up for remedial use) utilizing fourteen subtests organized in three major areas:

- (1) Content - (renumeration, fractions, geometry, and symbols)
- (2) Operations - (addition, subtraction, multiplication, division, mental computation, and numerical reasoning)
- (3) Applications - (word problems, missing elements, money, measurement, and time)

A comprehensive diagnostic profile portrays the pupil's strengths and weaknesses in arithmetic skills.

American Guidance Service, Inc.

Publisher's Building

Circle Pines, Minn.

Cost: \$21.00

CURRICULAR ACTIVIT Y SAMPLES

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recep
 Learning Channel-- Haptic
 Developmental Area--Sim

Primary

Behavioral Objectives	Sequential Enabling Activities	Materials/Re
1. Given: 2 objects in a feel bag the child will be able to say whether or not they are the same.	1. Give the child 2 identical blocks and ask him to close his eyes and feel them: then say, "They feel the same." Take the blocks. 2. Use the same procedure using different combinations of objects.	2 identical 2 identical 2 " 2 " 2 " 2 " a paper bag Perceptua Teaching

comes

Learning Unit Plan

Learning Modality--Receptive Language

Learning Channel-- Haptic

Developmental Area--Similarities and Differences

Primary

Objectives

is in a feel bag
able to say
they are the

Sequential Enabling Activities

1. Give the child 2 identical blocks and ask him to close his eyes and feel them; then say, "They feel the same." Take the blocks.
2. Use the same procedure using different combinations of objects.

Materials/References

2 identical balls
2 identical blocks
2 " spoons
2 " popsicle sticks
2 " jacks
2 " cotton balls
a paper bag
Perceptual Motor Exercises by
Teaching Resources

Behavioral Outcomes

Learning Unit Plan

**Learning Modality--Recept
Learning Channel --Haptic
Developmental Area--Simil**

Primary

Behavioral Objectives

1. To be able to haptically distinguish differences and similarities with 100% accuracy.

Sequential Enabling Activities

1. Using the geoforms allow the child to feel of the different sets to distinguish the differences and similarities.
A set includes one large square, one small square, one large ball, and one small ball. There are four sets in which two have rough surfaces and two have smooth (slick) surfaces. The child could be presented with all of the squares and be asked to pair off those similar in size and then those similar in surface. The same activity could be applied to the balls also. More activities could be built up by the teacher to increase the difficulty.

Materials/Refer

Ideal School

70

omes

Learning Unit Plan

Primary

Learning Modality--Receptive Language

Learning Channel --Haptic

Developmental Area--Similarities and Differences

tives

Sequential Enabling Activities

Materials/References

otically
ences and
100% accuracy.

Ideal School Supply Company

1. Using the geoforms allow the child to feel of the different sets to distinguish the differences and similarities. A set includes one large square, one small square, one large ball, and one small ball. There are four sets in which two have rough surfaces and two have smooth (slick) surfaces. The child could be presented with all of the squares and be asked to pair off those similar in size and then those similar in surface. The same activity could be applied to the balls also. More activities could be built up by the teacher to increase the difficulty.

Behavioral Outcome:

Primary

Learning Unit Plan

Learning Modality--Reception
Learning Channel--Haptic
Developmental Area--Sensory

Behavioral Objective

1. The child will be able to pick out all similar shapes by tactual methods from a board of many different shapes with 80% accuracy.

Sequential Enabling Activities

1. Using the pattern board, the pupil is asked to touch each shape and find a corresponding shape.
2. Using sand-paper shapes on a sheet, the child will be asked to distinguish between each of the shapes.
3. The child will trace or draw and cut out shapes of his own to correspond with those on the blackboard.

Materials/References

1. Haptic
2. Teacher
3. Sand-paper

me:

Learning Unit Plan

Primary

**Learning Modality--Receptive
Learning Channel --Haptic
Developmental Area--Similarities and Differences**

Objective

able to pick
apes by tactual
board of many
with 80%

Sequential Enabling Activities

1. Using the pattern board, the pupil is asked to touch each shape and find a corresponding shape.
2. Using sand-paper shapes on a sheet, the child will be asked to distinguish between each of the shapes.
3. The child will trace or draw and cut out shapes of his own to correspond with those on the blackboard.

Materials/References

1. Haptic Intelligence Test for the Blind
2. Teacher made materials.
3. Sand-paper

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept
Learning Channel --Haptic
Developmental Area--Sim

Intermediate

Behavioral Objective	Sequential Enabling Activities	Materials/Re
1. To distinguish fine differences in patterns with 90% accuracy.	1. Using a grooved pattern board, hold the board under a table. Ask the student to feel along the grooved edge and tell what shape he has felt. 2. Now feel the second groove surface. Is this one like the first? Or is it different? 3. Continue until he can give correct answers 90% of the time.	1. Constr Form p 2. Nesting Constr 3. Fit-a-S Playthi

comes

Learning Unit Plan

Learning Modality--Receptive
 Learning Channel --Haptic
 Developmental Area--Similarities and Differences

Intermediate

Objective

Identify differences
 with 90% accuracy.

Sequential Enabling Activities

1. Using a grooved pattern board, hold the board under a table. Ask the student to feel along the grooved edge and tell what shape he has felt.
2. Now feel the second groove surface. Is this one like the first? Or is it different?
3. Continue until he can give correct answers 90% of the time.

Materials/References

1. Constructive Playthings, Inc. pp. 10, Form puzzle board.
2. Nesting Hardwood Blocks, p. 33 from Constructive Playthings, Inc.
3. Fit-a-Size, p. 3 from Constructive Playthings, Inc.

Behavioral Outcomes Primary	Learning Unit Plan	Learning Modality--Reception Learning Channel --Haptic Developmental Area--Shape
Behavioral Objective	Sequential Enabling Activities	Materials/Resources
To be able to haptically distinguish shape and size with 100% accuracy.	- Cut out similar shapes in sandpaper strips. Blindfold the student and allow him time to feel of them. Then ask him to hold up the one that - has rounded sides - has straight sides - has sharp edged sides The teacher could have the strips at different lengths and ask these questions: - Which strip is longest? - Which strip is shortest? - Which strip is next to the longest? - Which strip is next to the shortest?	Teacher

comes

Learning Unit Plan

Learning Modality--Receptive Language
Learning Channel --Haptic
Developmental Area--Shape & Size

Primary

ctive

ptically
e and size with

Sequential Enabling Activities

1. Cut out similar shapes in sandpaper strips.

Blindfold the student and allow him time to feel of them. Then ask him to hold up the one that

- a. has rounded sides
- b. has straight sides
- c. has sharp edged sides

The teacher could have the strips at different lengths and ask these questions:

- a. Which strip is longest?
- b. Which strip is shortest?
- c. Which strip is next to the longest?
- d. Which strip is next to the shortest?

Materials/References

1. Teacher made from sandpaper

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Recept Learning Channel --Haptic Developmental Area--Con
Primary		
Behavioral Objective	Sequential Enabling Activities	Material/Re
1. Given: 2 objects in a feel bag the child will be able to say whether they are the same size or shape with 90% accuracy.	1. Give the child 2 blocks of different sizes and ask him to close his eyes and feel them; then say, "They feel the same. They have 4 sides and 4 corners but one is larger (bigger) than the other. The shape is the same but the size is different." 2. Follow the same procedure using: 2 fleece balls 2 rubber balls 2 cones 2 rectangles (3 dimensional) 2 ellipses etc. 3. Set up the same situation but vary shape and keep size constant. 4. Place 2 items of same size and shape in a feel bag and have the child tell if they are the same as to size and shape. 5. Using the feel bag have him tell differences as to size and shape.	feel bag 2 blocks s 1 block of 2 rubber b 1 rubber b 2 cones-s 1 cone-dif 2 rectangle 1 rectangle 2 ellipses- 1 ellipse-d Geometric from Xere

nes

Learning Unit Plan

Learning Modality--Receptive Language
 Learning Channel --Haptic
 Developmental Area--Contour-shape-size-form

Primary

ative

in a feel bag
 able to say
 the same size or
 accuracy.

Sequential Enabling Activities

1. Give the child 2 blocks of different sizes and ask him to close his eyes and feel them; then say, "They feel the same. They have 4 sides and 4 corners but one is larger (bigger) than the other. The shape is the same but the size is different."
2. Follow the same procedure using:
 2 fleece balls
 2 rubber balls
 2 cones
 2 rectangles (3 dimensional)
 2 ellipses etc.
3. Set up the same situation but vary shape and keep size constant.
4. Place 2 items of same size and shape in a feel bag and have the child tell if they are the same as to size and shape.
5. Using the feel bag have him tell differences as to size and shape.

Materials/References

feel bag
 2 blocks same size
 1 block of a different size

 2 rubber balls same size
 1 rubber ball of different size
 2 cones-same size
 1 cone-different size

 2 rectangles (3 dimensional) same size
 1 rectangle-different size

 2 ellipses-same size
 1 ellipse-different size

 Geometric shapes available
 from Xerox AAAS Science Lab

Behavioral Outcomes

Learning Unit Plan

**Learning Modality--Receptive
Learning Channel --Haptic
Developmental Area--Contour**

Primary

Behavioral Objective

1. The child will be able to make his own shapes (square, round, or triangular) using a pattern board and pegs with 90% accuracy.

Sequential Enabling Activities

1. Given the pattern board and pegs, the teacher will demonstrate formations and will then ask the child to reproduce the shape.
2. The teacher will demonstrate other patterns such as straight lines, angles etc., and ask the child to repeat the task.

Materials/Reference

**Teaching Resource
Pattern Cards.**

Learning Unit Plan

Primary

Learning Modality--Receptive
Learning Channel --Haptic
Developmental Area--Contour, Shape, Size and Form

Sequential Enabling Activities

1. Given the pattern board and pegs, the teacher will demonstrate formations and will then ask the child to reproduce the shape.
2. The teacher will demonstrate other patterns such as straight lines, angles etc., and ask the child to repeat the task.

Materials/References

Teaching Resources: Small Mosaics with Pattern Cards.

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Receptive
Learning Channel---Haptic
Developmental Area--Contour

Upper Level

Behavioral Objective

1. From a group of drawings the child will describe objects within the room which exemplify each picture on the sheet. (triangle, square, circle, rectangle)

Sequential Enabling Activities

1. The child will be asked to outline the object by feeling the object which he is describing.

Materials/Ref

Teacher m

Learning Unit Plan

Learning Modality--Receptive
 Learning Channel---Haptic
 Developmental Area--Contour-Shape-Size-Form

Upper Level

Sequential Enabling Activities

1. The child will be asked to outline the object by feeling the object which he is describing.

Materials/References

Teacher made with listed objects

Drawings the
 objects within
 simplify each
 t. (triangle,
 angle)

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Receptive
Learning Channel--Haptic
Developmental Area--Integrative

Primary

1. Behavioral Objective

1. The student will identify body parts by touch with 100% accuracy.

Sequential Enabling Activities

1. Beginning with the strip on which the word "arm" is written, hold the word about 3' from the child and say "arm". Then teacher touches her arm, saying "arm", then she tells him to touch his arm. Again show student the word "arm", teacher says "arm", student says "arm". Continue teaching each word in this way until each body part is learned.

Materials/

Make la
4" - 18"
for bo

he
ar
leg

es

Learning Unit Plan

Primary

Learning Modality--Receptive
Learning Channel --Haptic
Developmental Area--Integration

ve

Identify body
n 100%

Sequential Enabling Activities

1. Beginning with the strip on which the word "arm" is written, hold the word about 3' from the child and say "arm". Then teacher touches her arm, saying "arm", then she tells him to touch his arm. Again show student the word "arm", teacher says "arm", student says "arm". Continue teaching each word in this way until each body part is learned.

Materials/References

Make large strips of tag-board
4" - 18". Make large 3" lettering
for body parts.

head	shoulder
arm	elbow
leg	ankle

Behavioral Outcomes**Learning Unit Plan**

Learning Modality--Receptive
Learning Channel --Haptic
Developmental Area--Integrative

Primary

Behavioral Objective	Sequential Enabling Activities	Materials/Resources
1. Given a piece of a puzzle, the child will be able to place in the correct position the piece by feeling and seeing its shape with 70% accuracy.	1. The child will be asked to look and feel each shape and place each in its correct position. a. "What do the pieces form?" b. "What shape is this?" c. "What kind of shapes can you make?"	Puzzle pieces Simple shapes such as: Learning

nes

Learning Unit Plan

Learning Modality--Receptive
 Learning Channel --Haptic
 Developmental Area--Integration

Primary

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puzzle, the
 o place in
 n the piece
 ng its
 curacy.

Sequential Enabling Activities

1. The child will be asked to look and feel each shape and place each in its correct position.
 - a. "What do the pieces form?"
 - b. "What shape is this?"
 - c. "What kind of shapes can you make?"

Materials/References

Puzzle pieces
 Simple shaped puzzles from companies
 such as: Childcraft, Ideal or Developmental
 Learning Materials

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Receptive
Learning Channel --Haptic
Developmental Area--Integrative

Primary

Behavioral Objective

1. To be able to integrate the receptive learning channels with 100% accuracy.

Sequential Enabling Activities

1. Cut numerals (1, 2, 3, 4, etc.) out of material that has a good textured surface. Give one letter to the child at a time.
Allow him ample time to feel the number and to trace over it with his fingers. Then call out the name of the number and ask him to call it out also. After introducing numbers, hand him a group and ask him to identify them. After he is able to identify them, he can begin writing them.

Materials/References

Teacher materials

comes

Learning Unit Plan

Learning Modality--Receptive Language

Learning Channel --Haptic

Developmental Area--Integration

Primary

Active

Integrate the
learning channels with

Sequential Enabling Activities

1. Cut numerals (1, 2, 3, 4 etc.) out of material that has a good textured surface. Give one letter to the child at a time.
Allow him ample time to feel the number and to trace over it with his fingers. Then call out the name of the number and ask him to call it out also. After introducing numbers, hand him a group and ask him to identify them. After he is able to identify them, he can begin writing them.

Materials/References

Teacher made numerals

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept
Learning Channel --Haptic
Developmental Area--Integ

Upper Level

Behavioral Objectives

1. Given a descriptive adjective the child will be able to find materials of same tactile feeling with 85% accuracy.

Sequential Enabling Activities

1. The child will be given an object with spongy surface and asked to find another object with similar surface.
2. Repeat this activity with objects of other textures, to teach adjectives such as:
 - a. sticky
 - b. wavy
 - c. smooth
 - d. rough

Materials/Ref

Teacher ma
surface

Names	Learning Unit Plan	Learning Modality--Receptive Learning Channel --Haptic Developmental Area--Integration of Senses
Upper Level		

Objectives	Sequential Enabling Activities	Materials/References
Use adjective able to find tactile feeling by.	1. The child will be given an object with spongy surface and asked to find another object with similar surface. 2. Repeat this activity with objects of other textures, to teach adjectives such as: a. sticky b. wavy c. smooth d. rough	Teacher made sample of each surface

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Receptive
Learning Channel--Haptic
Developmental Area--Integrative

Intermediate or Upper Level

Behavioral Objectives

1. To integrate auditory directions with sensory reactions.

Sequential Enabling Activities

The child is directed to follow oral instructions. Examples:
Games such as Simon Says in which leader directs players to touch areas of body
a. Touch the left knee with the right hand.
b. The leader directs players to touch other objects

Materials/Resources

Materials

omes

Learning Unit Plan

Learning Modality--Receptive
Learning Channel --Haptic
Developmental Area--Integration

Intermediate or Upper Level

tives

tory directions
ctions.

Sequential Enabling Activities

1. The child is directed to follow oral instructions. Examples:
Games such as Simon Says in which leader direct. players to touch areas of body
 - a. Touch the left knee with the right hand.
 - b. The leader directs players to touch other objects

Materials/References

Materials within room

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept
Learning Channel --Haptic
Developmental Area --Spa

Primary

Behavioral Objective	Sequential Enabling Activities	Materials/Ref
1. Given instructions requiring use of one or the other hand, the pupil will respond correctly to a series of ten varied commands.	1. Ask the child to raise his hand. (He will probably raise his dominant hand; in most cases the right hand.) Say, "Good, that is your right hand" if it is his right hand. 2. Place a toy watch or a ring, etc., on the left wrist or a finger and say "This is your left hand." 3. Ask the child to raise the hand with the indicator and say, "Good, that is your left hand." 4. Continue to give such commands as: a. Hold this ball in your _____ hand. b. Touch your nose with _____ hand. c. Pat your stomach with your _____ hand. until the child is able to consistently make the appropriate response.	Materials 1. Ring 2. Ball 3. Other

comes

Learning Unit Plan

Learning Modality--Receptive Language
Learning Channel --Haptic
Developmental Area --Spatial Orientation

Primary

ve

ns requiring use
her hand, the
d correctly to
ried commands.

Sequential Enabling Activities

1. Ask the child to raise his hand. (He will probably raise his dominant hand; in most cases the right hand.) Say, "Good, that is your right hand" if it is his right hand.
2. Place a toy watch or a ring, etc., on the left wrist or a finger and say "This is your left hand."
3. Ask the child to raise the hand with the indicator and say, "Good, that is your left hand."
4. Continue to give such commands as:
 - a. Hold this ball in your _____ hand.
 - b. Touch your nose with _____ hand.
 - c. Pat your stomach with your _____ hand.
 until the child is able to consistently make the appropriate response.

Materials/References

Materials

1. Ring
2. Ball
3. Other small objects

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept
Learning Channel --Haptic
Developmental Area--Spat

Primary

Behavioral Objective

1. To be able to understand spatial orientation through a haptic process with 100% accuracy.

Sequential Enabling Activities

1. On some type of rugged, longlasting material develop a center and outgoing rays (left to right, up and down) of a coarse substance. Have the child feel the center and then move his hand upward to understand that down means going below the center. Use this same process with the left to right sequencing. Then allow the child to perform the activity alone describing what he is doing. This should transfer into his everyday life with practice.

Materials/Refer

Teacher made

omes

Learning Unit Plan

Learning Modality--Receptive Language
Learning Channel --Haptic
Developmental Area--Spatial Orientation

Primary

ctive

derstand
on through a
ith 100%

Sequential Enabling Activities

1. On some type of rugged, longlasting material develop a center and outgoing rays (left to right, up and down) of a coarse substance. Have the child feel the center and then move his hand upward to understand that down means going below the center. Use this same process with the left to right sequencing. Then allow the child to perform the activity alone describing what he is doing. This should transfer into his everyday life with practice.

Materials/References

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re

Learning Channel --Ha

Developmental Area--C

Primary

Behavioral Objective

1. To enable the child to correctly determine money concepts through tactual means.

Sequential Enabling Activities

1. Place a number of different coins on a table. Discuss. Have the child close his eyes. Ask him to find a penny, nickel, dime, quarter, half-dollar, etc.

Material

Diff

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Haptic

Developmental Area--Language Acquisition

Primary

Objective

child to correctly
money concepts through

Sequential Enabling Activities

1. Place a number of different coins on a table. Discuss. Have the child close his eyes. Ask him to find a penny, nickel, dime, quarter, half-dollar, etc.

Materials/References

Different types of coins

98

99

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re
Learning Channel --Vis
Developmental Area--S

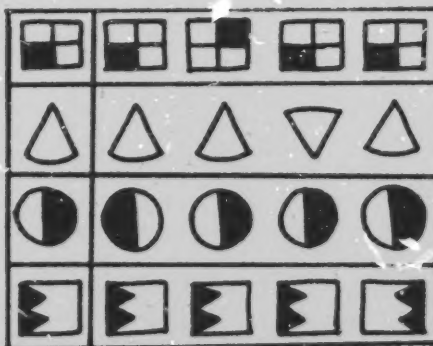
Intermediate

Behavioral Objective

1. To be able to visually distinguish differences and similarities with 100% accuracy.

Sequential Enabling Activities

1. Have the child to mark X on the figure that is different from the one at the left.



This type of activity could be drawn by the teacher and run off on the mimeograph machine.

Materials

Aids to
Bush &

Visual
Visual

Outcomes

Learning Unit Plan

Learning Modality--Receptive Language

Learning Channel--Visual

Developmental Area--Similarities and Differences

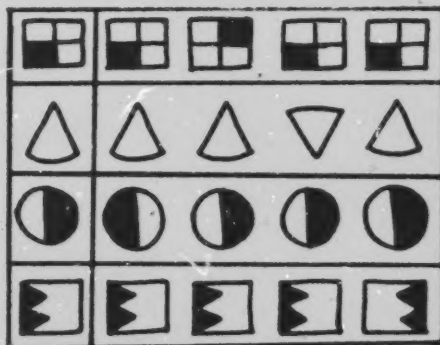
Intermediate

Objective

visually
differences and
with 100% accuracy.

Sequential Enabling Activities

1. Have the child to mark X on the figure that is different from the one at the left.



This type of activity could be drawn by the teacher and run off on the mimeograph machine.

Materials/References

Aids to Psycholinguistic Teaching by
Bush & Giles

Visual Discrimination refer to the
Visual Perceptual Area in this guide.

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Re Learning Channel --Vis Developmental Area--S
Upper Behavioral Objectives 1. Student will be able to distinguish between an insect and a spider	Sequential Enabling Activities List characteristics of the spider; then list characteristics of insects. Pupil will then classify examples of each.	Materials/Re 1. Sound Level 2. Film a. L b. A 3. Teach

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Similarities and Differences

Upper

Objectives

Sequential Enabling Activities

Materials/References

be able to
between an insect

List characteristics of the spider; then list
characteristics of insects. Pupil will then
classify examples of each.

1. Sound Learning System. (Science,
Level 6).
2. Filmstrips
 - a. Learning about Insects.
 - b. Arthropods (Except Insects)
3. Teacher made worksheet

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re
Learning Channel --Vis
Developmental Area--S

Intermediate - Upper

Behavioral Objectives

1. To be able to distinguish differences in spelling and meaning of homonyms with 90% accuracy.

Sequential Enabling Activities

1. Put a list of 5 or 6 homonym pairs on the board. Say each pair aloud then pause and go to the next. Give the pupil a written sample sentence for each word. Read it aloud then have the pupil read it; pause and give an example of his own using the same word correctly. Example: bear, bare (stress difference in spelling by pointing out the word within each)
(written example)
My sister sleeps with a stuffed teddy bear.
(Pupil's example on overhead projector.)

Materials/

Teache
Overhe

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Similarities and Differences

Intermediate - Upper

Objectives

to distinguish
in spelling and
homonyms with
cy.

Sequential Enabling Activities

1. Put a list of 5 or 6 homonym pairs on the board. Say each pair aloud then pause and go to the next. Give the pupil a written sample sentence for each word. Read it aloud then have the pupil read it; pause and give an example of his own using the same word correctly. Example: bear, bare (stress difference in spelling by pointing out the word within each)
(written example)
My sister sleeps with a stuffed teddy bear.
(Pupil's example on overhead projector.)

Materials/References

Teacher made
Overhead Projector

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re
Learning Channel --Vis
Developmental Area--C

Primary

Behavioral Objectives

1. The child will be able to reproduce an original picture after it has been covered with a series of lines

Sequential Enabling Activities

1. Draw an object on the chalkboard in heavy lines. Cover the object with a series of lines. Ask the child to erase all of the excess lines to reproduce the original picture.
2. Letters, words, or anything the child may be having trouble in recognizing or discriminating may be used.

Materials/Re

Chalkboard

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Contour, Shape, Size, and Form

Primary

Objectives

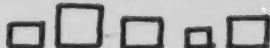
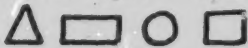
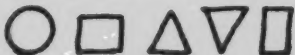
Will be able to
 recognize original picture
 when covered
 by lines

Sequential Enabling Activities

1. Draw an object on the chalkboard in heavy lines. Cover the object with a series of lines. Ask the child to erase all of the excess lines to reproduce the original picture.
2. Letters, words, or anything the child may be having trouble in recognizing or discriminating may be used.

Materials/References

Chalkboard, chalk and eraser

Behavioral Outcomes	Learning Unit Plan	Learning Modality--R Learning Channel --V Developmental Area--
Primary Behavioral Objective 1. To be able to visually distinguish shape and size with 100% accuracy.	Sequential Enabling Activities 1. On paper devise a similar activity asking the child to mark an X on his answer. a. Which object is largest?  b. Which object is smallest?  c. Which object is round?  d. Which object is a square?  This activity could be further developed so that other figures could be introduced and the concepts of next to the largest, next to the smallest, and other sizes could be introduced.	Material Tea

Outcomes

Learning Unit Plan

Learning Modality--Receptive Language
Learning Channel --Visual
Developmental Area--Shape & Size

Primary

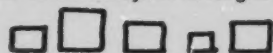
Objective

to visually distinguish
size with 100%

Sequential Enabling Activities

1. On paper devise a similar activity asking the child to mark an X on his answer.

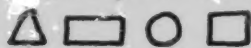
- a. Which object is largest?



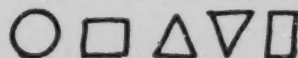
- b. Which object is smallest?



- c. Which object is round?



- d. Which object is a square?



This activity could be further developed so that other figures could be introduced and the concepts of next to the largest, next to the smallest, and other sizes could be introduced.

Materials/References

Teacher made

Behavioral Outcomes Upper Level	Learning Unit Plan Learning Modality--Re Learning Channel --Vis Developmental Area--C
Behavioral Objectives 1. From a group of drawings the child will describe objects within the room which exemplify each picture on the sheet. (triangle, square, circle, rectangle)	Sequential Enabling Activities 1. The child will be asked to outline the object by feeling the object which he is describing. Materials/Teacher

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Contour, Shape, Size, and Form

Upper Level

Objectives

p of drawings
 describe objects
 om which
 ch picture on
 triangle, square,
 gle)

Sequential Enabling Activities

1. The child will be asked to outline the object by feeling the object which he is describing.

Materials/References

Teacher made with listed objects

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re
Learning Channel --Vis
Developmental Area--C

Primary

Behavioral Objectives

1. The student will be able to match an object with a picture.

Sequential Enabling Activities

1. The teacher will cut designs such as a square, rectangle, circle, and triangle. Underneath these, place a stack of pictures taken from a magazine, book, coloring book. Make sure that the pictures have one of the above shapes. Have the child look at the pictures and place under the appropriate shape.

M

Outcomes

Primary

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Contour, Size, Shape, and Form

Objectives

will be able to match
th a picture.

Sequential Enabling Activities

1. The teacher will cut designs such as a square, rectangle, circle, and triangle. Underneath these, place a stack of pictures taken from a magazine, book, coloring book. Make sure that the pictures have one of the above shapes. Have the child look at the pictures and place under the appropriate shape.

Materials/References

Magazine or other pictures,
shapes cut from construction
paper

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re
Learning Channel --Vis
Developmental Area--I

Primary

Behavioral Objective

1. The child will be able to integrate visual and motor channels with 100% accuracy.

Sequential Enabling Activities

1. Cut up pictures of people and have pupil reassemble and glue.
2. Pupils can make their own puzzles by pasting picture on cardboard and cutting them apart.

Outcomes

Learning Unit Plan

Learning Modality--Receptive
 Learning Channel --Visual (motor)
 Developmental Area--Integration

Primary

Objective

Sequential Enabling Activities

Materials/References

will be able to integrate
 motor channels with
 memory.

1. Cut up pictures of people and have pupil reassemble and glue.
2. Pupils can make their own puzzles by pasting picture on cardboard and cutting them apart.

Teacher made materials

Cartoon strips

Behavioral Outcomes	Learning Unit Plan Primary	Learning Modality--R Learning Channel --V Developmental Area-
Behavioral Objective 1. To be able to integrate the receptive learning channel with 100% accuracy.	Sequential Enabling Activities 1. Present the student with alphabet letters that are of a good textured material. Allow the child to look at the letter. Then the teacher says the names and the child follows. Then the child is allowed to feel the letter. After considerable practice give the child a number of the letters and allow him to go through the above process alone. Words, as well as writing, can be developed from this method.	Material Teach

Outcomes

Learning Unit Plan

Learning Modality--Receptive
Learning Channel --Visual
Developmental Area--Integration

Primary

Objective

to integrate the
learning channel with
tactility.

Sequential Enabling Activities

1. Present the student with alphabet letters that are of a good textured material. Allow the child to look at the letter. Then the teacher says the names and the child follows. Then the child is allowed to feel the letter. After considerable practice give the child a number of the letters and allow him to go through the above process alone. Words, as well as writing, can be developed from this method.

Materials/References

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re

Learning Channel --Vis

Developmental Area--S

Intermediate - Upper

Behavioral Objectives

1. Given the answers to a crossword puzzle the pupil will be able to put them in correct position with 100% accuracy.

Sequential Enabling Activities

Make a crossword puzzle of the pupil's spelling words: give him the following information

Across

2. rural
3. puzzle
5. practice
8. of
9. force

Down

1. pursue
4. zero
6. afford
7. target

Material

Teach



Outcomes

Learning Unit Plan

Intermediate - Upper

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Spatial Orientation

Objectives

Answers to a crossword puzzle the pupil will be able to give them in correct spelling with 100% accuracy.

Sequential Enabling Activities

Make a crossword puzzle of the pupil's spelling words: give him the following information

Across

2. rural

3. puzzle

5. practice

8. of

9. force

Down

1. pursue

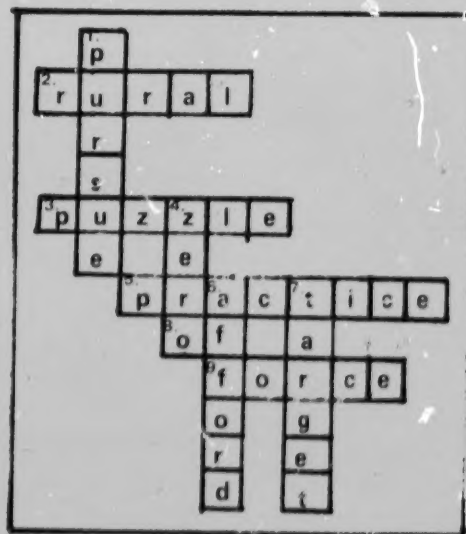
4. zero

6. afford

7. target

Materials/References

Teacher made



Behavioral Outcomes

Learning Unit Plan

Learning Modality--R

Learning Channel--V

Developmental Area--

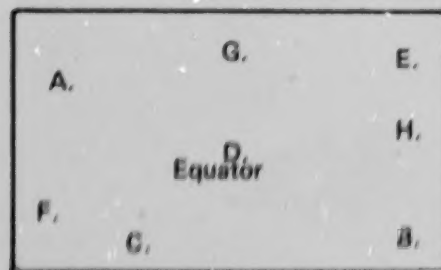
Intermediate - Upper

1. Behavioral Objective

1. To be able to visualize spatial orientation with 100% accuracy.

Sequential Enabling Activities

1. Present the child with a mimeographed sheet with an activity similar to this one.



Which dots are north of the equator or which are south of the equator?

Dot B is east of C.
Dot G is west of E.
Dot A is north of C.
Dot B is south of E.

Materials

Map
Unit

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel---Visual

Developmental Area--Spatial Orientation

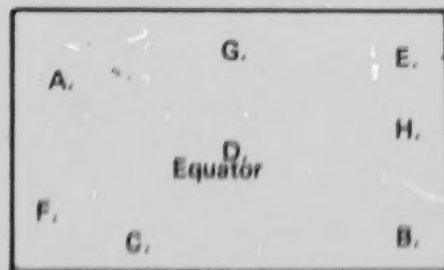
Intermediate - Upper

Objective

to visualize spatial
with 100%

Sequential Enabling Activities

1. Present the child with a mimeographed sheet with an activity similar to this one.



Which dots are north of the equator or
which are south of the equator?

Dot B is east of C,
Dot G is west of E,
Dot A is north of G,
Dot B is south of E,

Materials/References

Maps

Unfold the World, 1st half

Miliken Company

(spirit masters)

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Rec

Learning Channel --Vis

Developmental Area--S

Primary

Behavioral Objective

1. To be able to visualize spatial orientation with 100% accuracy.

Sequential Enabling Activities

1. Present the child with an activity similar to this one:

Material

Teach
Frost
Winte

Which block is to the left of the dot?
Which block is to the right of the dot?
Which block is above the dot?
Which block is below the dot?
Which block is nearest the dot?
Which block is farthest from the dot?

122

Outcomes

Learning Unit Plan

Learning Modality--Receptive Language
Learning Channel --Visual
Developmental Area--Spatial Orientation

Primary

Objective

visualize spatial
with 100% accuracy.

Sequential Enabling Activities

1. Present the child with an activity similar to this one:

Which block is to the left of the dot?
Which block is to the right of the dot?
Which block is above the dot?
Which block is below the dot?
Which block is nearest the dot?
Which block is farthest from the dot?

Materials/References

Teacher made
Frostig
Winterhaven

123

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re

Learning Channel --Vis

Developmental Area--R

Intermediate

Behavioral Objective

1. The student will practice short term memory functions.

Sequential Enabling Activities

1. Tachistoscope set at its slowest rate.
Begin by showing a set of two arrows

Have student see, not say, and draw what he sees.

2. Increase the task on a gradual basis

Material

Tach

Teac
film

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Memory-Spatial Orientation

Intermediate

Objective

will practice short
y functions.

Sequential Enabling Activities

1. Tachistoscope set at its slowest rate.
Begin by showing a set of two arrows

Have student see, not say, and draw
what he sees.

2. Increase the task on a gradual basis

Materials/References

Tachistoscope

Teacher made or bought slides or
filmstrips

Behavioral Outcomes

Learning Unit Plan

Learning Modality--R
Learning Channel --Vi
Developmental Area--

Upper Level

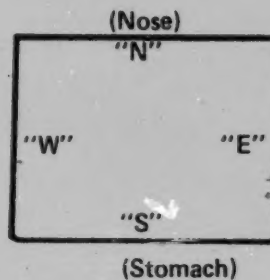
Behavioral Objectives

1. The right-handed child will be able to comprehend spatial orientation directions auditorially with 90% accuracy.

Sequential Enabling Activities

1. The child sitting at his desk with an unlined sheet of paper and a pencil will be given the following directions orally:
 - 1) Put the word "me" in the center of the page.
 - 2) Put N at the top of the page.
 - 3) Put S at the bottom of the page.
 - 4) Put "E" on the edge to the right of "me".
 - 5) Put "W" on the edge to the left of "me".

This is then used as a guide for reading directions on a map. Used only with right handed pupils



Watch on
left hand

Eat with right
hand

Outcomes

Learning Unit Plan

Learning Modality--Receptive Language

Learning Channel --Visual

Developmental Area--Spatial Orientation

Upper Level

Objectives

Handed child will be
comprehend spatial
directions
with 90% accuracy.

Sequential Enabling Activities

1. The child sitting at his desk with an unlined sheet of paper and a pencil will be given the following directions orally:

- 1) Put the word "me" in the center of the page.
- 2) Put "N" at the top of the page.
- 3) Put "S" at the bottom of the page.
- 4) Put "E" on the edge to the right of "me".
- 5) Put "W" on the edge to the left of "me".

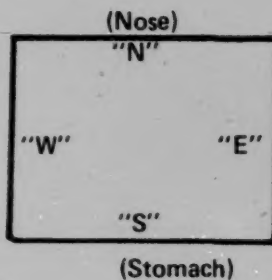
This is then used as a guide for reading directions on a map. Used only with right handed pupils

Materials/References

Teacher made

127

Watch on
left hand



Eat with right
hand

Behavioral Outcomes

Learning Unit Plan

Learning Modality--R

Learning Channel --V

Developmental Area--

Intermediate - Upper

Behavioral Objectives	Sequential Enabling Activities	Material												
1. Given the answers to a crossword puzzle the pupil will be able to put them in correct position with 100% accuracy.	1. Make a crossword puzzle of the pupil's spelling words: give him the following information <table><tr><td>Across</td><td>Down</td></tr><tr><td>2. rural</td><td>1. pursue</td></tr><tr><td>3. puzzle</td><td>4. zero</td></tr><tr><td>5. practice</td><td>6. afford</td></tr><tr><td>8. of</td><td>7. target</td></tr><tr><td>9. force</td><td></td></tr></table>	Across	Down	2. rural	1. pursue	3. puzzle	4. zero	5. practice	6. afford	8. of	7. target	9. force		Tea
Across	Down													
2. rural	1. pursue													
3. puzzle	4. zero													
5. practice	6. afford													
8. of	7. target													
9. force														

128

Outcomes

Learning Unit Plan

Intermediate - Upper

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Spatial Orientation

Objectives

Answers to a crossword
pupil will be able to
correct position
accuracy.

Sequential Enabling Activities

1. Make a crossword puzzle of the pupil's
spelling words: give him the following
information

Across

2. rural
3. puzzle
5. practice
8. of
9. force

Down

1. pursue
4. zero
6. afford
7. target

Materials/References

Teacher made

129

Behavioral Outcomes

Learning Unit Plan

Learning Modality--R
Learning Channel --V
Developmental Area--

Primary

Behavioral Objective	Sequential Enabling Activities	Material
1. To recognize letters or numbers in a series.	1. Show a flash card with series of letters or numbers starting with three numbers increasing to six or seven. Hold card for count of five. Turn card and have child repeat.	Tea

130

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Language Activities

Primary

Objective

Letters or numbers

Sequential Enabling Activities

1. Show a flash card with series of letters or numbers starting with three numbers increasing to six or seven. Hold card for count of five. Turn card and have child repeat.

Materials/References

Teacher made

131

Behavioral Outcomes	Learning Unit Plan	Learning Modality--R Learning Channel --Vi Developmental Area--
Primary Behavioral Objective 1. To overlearn basic sight words. Quick, 100% accurate recall	Sequential Enabling Activities 1. Sit in a circle on the floor. Place cards with sight words face down in center. Draw and name. If pupil cannot name the words, place card on the bottom of stack and continue. Each pupil keeps the ones he can name.	Material Sight Made Sight

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Language Acquisition (Memory)

Primary

Objective

basic sight words.
accurate recall

Sequential Enabling Activities

1. Sit in a circle on the floor. Place cards with sight words face down in center. Draw and name. If pupil cannot name the words, place card on the bottom of stack and continue. Each pupil keeps the ones he can name.

Materials/References

Sight words teacher made or bought.

Made from the Dolch list of 220 Basic Sight Words in the English language.

Behavioral Outcomes

Learning Unit Plan

Learning Modality--R
Learning Channel --V
Developmental Area--

Primary

Behavioral Objective	Sequential Enabling Activities	Materials
1. To have the child correctly identify pictures of people in various professions and occupations.	1. First show a picture, say the name, briefly discuss the function (Picture, LIFEGUARD someone who watches you when you swim so you won't drown.) 2. After you have gone through several examples, ask the child to pick up a picture as you ask for it.	People Lan Tea cut Tea the F. W

comes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Language Acquisition

Primary

Objective

Child correctly
uses of people in
sentences and

Sequential Enabling Activities

1. First show a picture, say the name, briefly discuss the function (Picture, LIFEGUARD someone who watches you when you swim so you won't drown.)
2. After you have gone through several examples, ask the child to pick up a picture as you ask for it.

Materials/References

People cards from Peabody
Language Development Kit.

Teacher made people cards
cut from magazines, etc.

Teacher made sentences about
the picture

F. W. Owens Publishing Co.

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Recept Learning Channel --Visual Developmental Area--Lang
Intermediate Behavioral Objectives 1. To have the child correctly identify pictures of people in various professions and occupations.	Sequential Enabling Activities 1. Show a picture, say the name, briefly discuss the function, (Picture, COUNSELOR, someone who listens and offers advice and suggestions.) 2. After you have done several examples ask the child to pick up a picture as you ask for it. Examples: clergyman, aviator, pilot, engineer.	Materials/Refer Teacher made from magazin Teacher made the pictures Dictionary

es

Learning Unit Plan

Intermediate

Learning Modality--Receptive

Learning Channel --Visual

Developmental Area--Language Acquisition

es

correctly
people in
and

Sequential Enabling Activities

1. Show a picture, say the name, briefly discuss the function, (Picture, COUNSELOR, someone who listens and offers advice and suggestions.)
2. After you have done several examples, ask the child to pick up a picture as you ask for it. Examples: clergyman, aviator, pilot, engineer.

Materials/References

Teacher made people card cut from magazines.

Teacher made sentences about the pictures

Dictionary

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recepti
Learning Channel --Auditor
Developmental Area--Simila

Primary

Behavioral Objective	Sequential Enabling Activities	Materials/Refer
1. To separate sounds, recognize sounds, and associate them with pictures of objects of the sound successfully 100%.	1. Divide cards among students (or can be done individually as tape plays), hold up picture of sound, i.e., picture of typewriter with sound of typewriter, etc. Can be repeated by changing cards, until all sounds are recognized.	Development Cassette tap

omes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Auditory

Developmental Area--Similarities and Differences

Primary

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ds, recognize
ciate them
objects of
sfully 100%.

Sequential Enabling Activities

1. Divide cards among students (or can be done individually as tape plays), hold up picture of sound, i.e., picture of typewriter with sound of typewriter, etc. Can be repeated by changing cards, until all sounds are recognized.

Materials/References

Developmental Learning Materials
Cassette tapes, pictures

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept

Intermediate

Learning Channel --Auditor

Developmental Area--Simil

Behavioral Objective

1. To be able to distinguish differences and similarities among auditory signals with 90% accuracy.

Sequential Enabling Activities

1. Record two separate paragraphs in which each paragraph is about an animal, a person, a hobby, or something that could have similarity with the story object on the other tape.

Be sure that tapes do not move too fast so the child can distinguish the differences and similarities. Make sure that the two objects have obvious differences and similarities. Also include some not so obvious ones. Allow the child to write down the differences and similarities as the tapes move along.
2. Gradually increase paragraphs to stories of varying lengths.

Materials/R

Tape Rec
Teacher

omes

Learning Unit Plan

Intermediate

Learning Modality--Receptive Language
Learning Channel --Auditory
Developmental Area--Similarities and Differences

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istinguish
imilarities
signals with

Sequential Enabling Activities

1. Record two separate paragraphs in which each paragraph is about an animal, a person, a hobby, or something that could have similarity with the story object on the other tape.

Be sure that tapes do not move too fast so the child can distinguish the differences and similarities. Make sure that the two objects have obvious differences and similarities. Also include some not so obvious ones. Allow the child to write down the differences and similarities as the tapes move along.
2. Gradually increase paragraphs to stories of varying lengths.

Materials/References

Tape Recorder
Teacher made

141

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Receptive
Learning Channel --Auditory
Developmental Area--Similar

Primary

Behavioral Objective

1. The child will be able to identify the voices of students in their class being played on a tape recorder.

Sequential Enabling Activities

1. The teacher will record students' voices and then play the recordings to the class. Ask the students to hold up their hands if they can recognize the voice and name the person.
2. Can be expanded to include other people in the school--principal, lunchroom workers, other teachers.

Materials/Resources

Teacher
Tapes
Tape recorder

comes	Learning Unit Plan	Learning Modality--Receptive Learning Channel --Auditory Developmental Area--Similarities and Differences
Primary		

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e able to
ces of students
ing played on

Sequential Enabling Activities

1. The teacher will record students' voices and then play the recordings to the class. Ask the students to hold up their hands if they can recognize the voice and name the person.
2. Can be expanded to include other people in the school--principal, lunchroom workers, other teachers.

Materials/References

Teacher made
Tapes
Tape recorder

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept

Learning Channel --Auditor

Developmental Area--Shape

Intermediate

Behavioral Objective

1. To be able to auditorially distinguish shape and size with 100% accuracy.

Sequential Enabling Activities

1. The teacher is to devise various sentences about objects and ask the child questions about the sizes and shapes of the objects.
 - a. A building downtown covers one city block. Is the building large or small?
 - b. A building in my yard is 6 feet wide. Is it large or small?
 - c. What is the shape called that has 4 equal sides? Or, a square has how many equal sides?
 - d. What shape has 3 sides? Or, a triangle has how many sides?

Materials/R

Teacher

mes

Learning Unit Plan

Learning Modality--Receptive Language

Learning Channel --Auditory

Developmental Area--Shape and Size

Intermediate

ive

itorially
and size with

Sequential Enabling Activities

1. The teacher is to devise various sentences about objects and ask the child questions about the sizes and shapes of the objects.
 - a. A building downtown covers one city block. Is the building large or small?
 - b. A building in my yard is 6 feet wide. Is it large or small?
 - c. What is the shape called that has 4 equal sides? Or, a square has how many equal sides?
 - d. What shape has 3 sides? Or, a triangle has how many sides?

Materials/References

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept
Learning Channel --Auditor
Developmental Area--Shape

Primary

Behavioral Objective

1. To be able to auditorially distinguish shape and size with 100% accuracy.

Sequential Enabling Activities

1. What is the shape called that has 4 equal sides or a square has how many sides?

Materials/R

Teacher

mes

Learning Unit Plan

Learning Modality--Receptive Language
 Learning Channel --Auditory
 Developmental Area--Shape and Size

Primary

tive

itorially
 and size
 acy.

Sequential Enabling Activities

1. What is the shape called that has 4 equal sides or a square has how many sides?

Materials/References

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recepti

Learning Channel --Auditor

Developmental Area--Shape

Intermediate

Behavioral Objective

1. To be able to auditorially distinguish shape and size with 100% accuracy.

Sequential Enabling Activities

1. The teacher is to devise various sentences about objects and ask the child questions about sizes and shapes of the objects.
 - a. A building downtown covers one city block. Is the building large or small?
 - b. A building in my yard is 6 feet wide. Is it large or small?

Materials/Re

Teacher r

mes

Learning Unit Plan

Learning Modality--Receptive Language

Learning Channel --Auditory

Developmental Area--Shape and Size

Intermediate

ive

itorially
and size with

Sequential Enabling Activities

1. The teacher is to devise various sentences about objects and ask the child questions about sizes and shapes of the objects.
 - a. A building downtown covers one city block. Is the building large or small?
 - b. A building in my yard is 6 feet wide. Is it large or small?

Materials/References

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Recept
Learning Channel --Audito
Developmental Area--Integ

Primary

Behavioral Objective

1. The child will be able to determine the number of times a sound is made with 100% accuracy.

Sequential Enabling Activities

1. Have the child close his eyes and concentrate on counting while listening to the beat of a drum. Then have him open his eyes and write down the correct number of taps.

Materials/R

Drum and
Paper and

comes

Learning Unit Plan

Primary

Learning Modality--Receptive
 Learning Channel --Auditory
 Developmental Area--Integration

Objective

able to
 number of
 made with

Sequential Enabling Activities

1. Have the child close his eyes and concentrate on counting while listening to the beat of a drum. Then have him open his eyes and write down the correct number of taps.

Materials/References

Drum and stick
 Paper and pencil for children

Behavioral Outcomes	Learning Unit Plan	Learning Modality--R Learning Channel --A Developmental Area--
Primary Behavioral Objective 1. To be able to integrate the receptive learning channels with 100% accuracy.	Sequential Enabling Activities 1. Gather up numerous articles that the child comes in touch with daily such as: shoe, whistle, fan, shirt, dress, ball, bat, glove, doll, etc. Before the object is introduced the teacher is to pronounce the word and the child is to do likewise. After hearing the word, then the object is presented and the teacher says the word again. Then the child is allowed to feel the object and the teacher says the word again. After this activity, the child is to say the word, spell the word, hold up the object, and feel it. This is a good vocabulary builder.	Material Even by

Outcomes

Learning Unit Plan

Learning Modality--Receptive Language

Learning Channel --Auditory

Developmental Area--Integration

Primary

Objective

to integrate the
learning channels
accuracy.

Sequential Enabling Activities

1. Gather up numerous articles that the child comes in touch with daily such as: shoe, whistle, fan, shirt, dress, ball, bat, glove, doll, etc. Before the object is introduced the teacher is to pronounce the word and the child is to do likewise. After hearing the word, then the object is presented and the teacher says the word again. Then the child is allowed to feel the object and the teacher says the word again. After this activity, the child is to say the word, spell the word, hold up the object, and feel it. This is a good vocabulary builder.

Materials/References

Everyday articles collected
by the teacher.

153

Behavioral Outcomes

Learning Unit Plan

Learning Modality--R
Learning Channel --A
Developmental Area--

Primary

Behavioral Objective

1. Given the sound of a letter, the child will be able to make the letter with a jump rope, say it and jump around it, thus integrating the sense fields.

Sequential Enabling Activities

1. Present the sound of a letter. Give the child a jump rope. Have him make the letter with the rope, say it, and jump, crawl, walk around the letter.

Material

Tea
lett
Jun

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Auditory

Developmental Area--Integration of Sense Fields

Primary

Objective

ound of a letter,
ll be able to make
ith a jump rope,
mp around it,
ting the sense

Sequential Enabling Activities

1. Present the sound of a letter. Give the child a jump rope. Have him make the letter with the rope, say it, and jump, crawl, walk around the letter.

Materials/References

Teacher made flash cards on
letters
Jump rope

Behavioral Outcomes	Learning Unit Plan	Learning Modality--R Learning Channel --A Developmental Area--
Primary Behavioral Objective 1. To be able to comprehend spatial orientation auditorially with 90% accuracy.	Sequential Enabling Activities 1. Have the child sit down and then blind-fold him. The teacher moves about making noises at various positions relative to the child. Then asks the child to respond. "Is the sound near, far away, to the left, to the right, under, above?" This activity can be made to increase with difficulty to develop acuity.	Material Teacher

Outcomes

Learning Unit Plan

Learning Modality--Receptive Language
Learning Channel --Auditory
Developmental Area--Spatial Orientation

Primary

Objective

to comprehend
notation auditorially
accuracy.

Sequential Enabling Activities

1. Have the child sit down and then blind-fold him. The teacher moves about making noises at various positions relative to the child. Then asks the child to respond. "Is the sound near, far away, to the left, to the right, under, above?" This activity can be made to increase with difficulty to develop acuity.

Materials/References

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--R
Learning Channel --A
Developmental Area

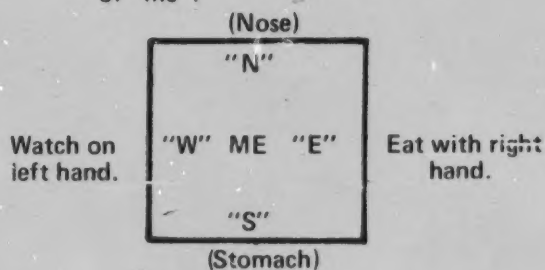
Upper Level

Behavioral Objectives

1. The right-handed child will be able to comprehend spatial orientation directions auditorially with 90% accuracy.

Sequential Enabling Activities

1. The child sitting at his desk with an unlined sheet of paper and a pencil will be given the following directions orally:
 - a. Put the word "me" in the center of the page.
 - b. Put "N" at the top of the page.
 - c. Put "S" at the bottom of the page in the middle.
 - d. Put "E" on the edge to the right of "me".
 - e. Put "W" on the edge to the left of "me".



This is then used as a guide for reading directions on a map. Used only with right handed pupils.

Outcomes

Learning Unit Plan

Learning Modality--Receptive Language
 Learning Channel --Auditory
 Developmental Area--Spatial Orientation

Upper Level

Objectives

Handed child will
 comprehend
 orientation directions
 with 90% accuracy.

Sequential Enabling Activities

1. The child sitting at his desk with an unlined sheet of paper and a pencil will be given the following directions orally:

- a. Put the word "me" in the center of the page.
- b. Put "N" at the top of the page.
- c. Put "S" at the bottom of the page in the middle.
- d. Put "E" on the edge to the right of "me".
- e. Put "W" on the edge to the left of "me".

(Nose)

"N"

Watch on
 left hand.

"W" ME "E"

Eat with right
 hand.

"S"

(Stomach)

This is then used as a guide for reading
 directions on a map. Used only with
 right handed pupils.

Materials/References

Teacher Made

159

Behavioral Outcomes	Learning Unit Plan	Learning Modality--R Learning Channel--Au Developmental Area--
Primary Behavioral Objective 1. The child will be able to complete a worksheet following specific instructions.	Sequential Enabling Activities 1. Make a tape recording giving specific instruction as to how to complete a worksheet which has been prepared by the teacher with picture of a letter, house, person, etc. 2. Give instructions as to where to put a mark on the worksheet using terms such as over, under, below, above, in the middle of, to the left of, etc.	Materials Tea Tea

Outcomes

Learning-Unit Plan

Learning Modality--Receptive
Learning Channel--Auditory
Developmental Area--Spatial Orientation

Primary

Objective

will be able to
worksheet
specific instructions.

Sequential Enabling Activities

1. Make a tape recording giving specific instruction as to how to complete a worksheet which has been prepared by the teacher with picture of a letter, house, person, etc.
2. Give instructions as to where to put a mark on the worksheet using terms such as over, under, below, above, in the middle of, to the left of, etc.

Materials/References

Teacher made tapes
Teacher made worksheets

Behavioral Outcomes

Learning Unit Plan

Learning Modality--P
Learning Channel --A
Developmental Area

Primary

Behavioral Objective

1. To recognize rhyming words and rhythm of words.

Sequential Enabling Activities

Use nursery rhymes, i.e.
Hickory, Dickory, Dock

1. Say nursery rhyme.
2. Repeat and have children clap to rhythm.
3. Have children say rhyme with you. Take two lines at a time.
Ask if any hear words which rhyme.
After answer, repeat lines.
4. All say nursery rhyme together. Some may want to say it by themselves.

Material

Any

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Auditory

Developmental Area--Language Acquisition

Primary

Objective

ize rhyming words
n of words.

Sequential Enabling Activities

Use nursery rhymes, i.e.
Hickory, Dickory, Dock

1. Say nursery rhyme.
2. Repeat and have children clap to rhythm.
3. Have children say rhyme with you. Take two lines at a time.
Ask if any hear words which rhyme.
After answer, repeat lines.
4. All say nursery rhyme together. Some may want to say it by themselves.

Materials/References

Any nursery rhyme book

163

Behavioral Outcomes Primary	Learning Unit Plan	Learning Modality--Re Learning Channel --Au Developmental Area--
Behavioral Objective	Sequential Enabling Activities	Material Teacher
1. To be able to recognize a picture after hearing a description	1. Select three pictures from magazines. First few times have pictures displayed as you give description. Let child select correct picture. More pictures can be added. 2. Later, instead of having pictures displayed as description is given, wait until after description is given to show pictures for child's selection.	

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Auditory

Developmental Area--Language Acquisition (Visual)

Primary

Objective

to recognize a
hearing a

Sequential Enabling Activities

1. Select three pictures from magazines.
First few times have pictures displayed
as you give description. Let child select
correct picture.
More pictures can be added.
2. Later, instead of having pictures displayed
as description is given, wait until after
description is given to show pictures
for child's selection.

Materials/References

Teacher made: magazines

165

Behavioral Outcomes

Primary

Learning Unit Plan

Learning Modality--Re
Learning Channel --Au
Developmental Area--

Behavioral Objectives

1. To enable the child to understand and be able to correctly identify vocabulary dealing with the body parts.

Sequential Enabling Activities

1. Discuss the parts of the body beginning with the head.
2. Have a child point to or touch a part as you call the name

head	tongue
hair	shoulders
ears	arms
eyes	elbow
eyebrows	wrist
eyelashes	hands
eyelids	fingers
nose	finger nails
nostril	knees
mouth	legs
lips	foot
teeth	toe

Material

Peak
Kits

*This vocabulary building activity can be adapted to intermediate and upper levels in relation to science.

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Auditory

Developmental Area--Language Acquisition

Primary

Objectives

The child to understand and be able to correctly use vocabulary dealing with body parts.

Sequential Enabling Activities

1. Discuss the parts of the body beginning with the head.
2. Have a child point to or touch a part as you call the name

head	tongue
hair	shoulders
ears	arms
eyes	elbow
eyebrows	wrist
eyelashes	hands
eyelids	fingers
nose	fingernails
nostril	knees
mouth	legs
lips	foot
teeth	toe

*This vocabulary building activity can be adapted to intermediate and upper levels in relation to science.

Materials/References

Peabody Language Development Kits, Manual for Level I

167

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Re
Learning Channel --Aud
Developmental Area--L

Intermediate

Behavioral Outcomes

1. The student will be able to delete irrelevant material from a taped story

Sequential Enabling Activities

1. The teacher will write down a short story including periodically an irrelevant statement. The teacher tapes the story. The child follows the story on the tape and the written page simultaneously. The child strikes out the irrelevant statement on the paper.

Material

Teac
Tape

Outcomes

Learning Unit Plan

Learning Modality--Receptive

Learning Channel --Auditory

Developmental Area--Language Acquisition (Visual)

Intermediate

Outcomes

will be able to
select material from

Sequential Enabling Activities

1. The teacher will write down a short story including periodically an irrelevant statement. The teacher tapes the story. The child follows the story on the tape and the written page simultaneously. The child strikes out the irrelevant statement on the paper.

Materials/References

Teacher made
Tape

169

Behavioral Outcomes

Learning Unit Plan

Learning Modality--As
Developmental Area--M

Intermediate - Upper grade

Behavioral Objective

1. The child will be able to follow the SQ3R (survey, question, read, review and recite) with about 90% accuracy.

Sequential Enabling Activities

1. Have the children survey the story--looking at the pictures.
2. Ask the children "What questions come to your mind when you look at the pictures?" Write them down.
3. Read the story through with the students.
4. Look at the pictures and review or summarize what happened.
5. Now answer your questions and the questions at the end of the chapter.

You will need to do this with several stories before the children can practice this technique fully. This is also good for social studies.

Material

Wide
Mon
Arne

Scot
page

Outcomes

Learning Unit Plan

Learning Modality--Associative

Developmental Area--Memory (Auditory and Visual)

Intermediate - Upper grade

Objective

be able to follow
survey, question,
and recite) with
accuracy.

Sequential Enabling Activities

1. Have the children survey the story--
looking at the pictures.
2. Ask the children "What questions come
to your mind when you look at the
pictures?" Write them down.
3. Read the story through with the
students.
4. Look at the pictures and review or
summarize what happened.
5. Now answer your questions and the
questions at the end of the chapter.

You will need to do this with several
stories before the children can practice
this technique fully. This is also good
for social studies.

Materials/References

Wide Horizons Book 2 by Robinson,
Monroe, Artley, Huck, Jenkins, and
Arnold

Scott Foresman and Co., 1966,
pages 17 - 48

Behavioral Outcomes

Learning Unit Plan

Learning Modality--A
Developmental Area--

Intermediate - Upper grade

Behavioral Objective	Sequential Enabling Activities	Materials
1. The child will be able to repeat 5 items in a sequence from auditory memory with 100% accuracy. (This activity will go along with a geography lesson on the States.)	1. Show the child each puzzle piece and name the state. Take the pieces away. 2. Show Louisiana and have the child repeat it. 3. Show the child Louisiana, then fit in Mississippi (Say each as you touch it). Then have the child touch Louisiana and Mississippi and say each. 4. Do the same for the other 3 states. Always repeat the states starting with Louisiana. 5. Then have the child name each piece when the puzzle is completed. 6. Take the puzzle away--from card read states and have the child repeat them from memory in sequence.	1. C 2. P S t S

Outcomes

Learning Unit Plan

Learning Modality--Associative

Developmental Area--Memory (Auditory and Visual)

Intermediate - Upper grade

Objective

Will be able to repeat
sequence from
memory with 100%

Will go along
with lesson on

Sequential Enabling Activities

1. Show the child each puzzle piece and name the state. Take the pieces away.
2. Show Louisiana and have the child repeat it.
3. Show the child Louisiana, then fit in Mississippi (Say each as you touch it). Then have the child touch Louisiana and Mississippi and say each.
4. Do the same for the other 3 states. Always repeat the states starting with Louisiana.
5. Then have the child name each piece when the puzzle is completed.
6. Take the puzzle away--from card read states and have the child repeat them from memory in sequence.

Materials/References

1. On a card write the following:
Louisiana
Mississippi
Alabama
Georgia
Florida
2. Picture puzzle of the United States with only the names of the states on each state.

Judy puzzles

173

Behavioral Outcomes

Intermediate

Learning Unit Plan

Learning Modality--A
Developmental Area--

Behavioral Objective

1. The child will be able to:
 - a. pick out words that rhyme
 - b. pick out main subject of a poem

174

Sequential Enabling Activities

1. Read the following poem to the children (have them follow in their book).

A road like brown ribbon
A sky that is blue
A forest of green
With that sky peeping through.

Asters, deep purple,
A grasshopper's call
Today it is summer,
Tomorrow is fall.

Edwina Fallis

2. Ask the following questions:
 - a. What are the rhyming words in the first stanza? The second stanza?
 - b. What is the poem about? What does it describe?
3. Now read the poem again and ask the questions for the children to answer.

Material

Eng
Hes

The
Page

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Memory (Auditory)

Intermediate

Objective

Will be able to:
words thatmain subject
n

Sequential Enabling Activities

1. Read the following poem to the children
(have them follow in their book).

A road like brown ribbon
A sky that is blue
A forest of green
With that sky peeping through.

Asters, deep purple,
A grasshopper's call
Today it is summer.
Tomorrow is fall.

Edwina Fallis

2. Ask the following questions:
 - a. What are the rhyming words in
the first stanza? The second
stanza?
 - b. What is the poem about?
What does it describe?
3. Now read the poem again and ask
the questions for the children to
answer.

Materials/References

English 4, by Shane, York,
Hester, Steet and Locke

The Laidlaw English Program,
Page 24 - Poems

175

Behavioral Outcomes

Learning Unit Plan

Learning Modality--A
Developmental Area--

Intermediate - Upper grade

Behavioral Objective

1. The student will spell words from auditory directions with increasing speed.

Sequential Enabling Activities

1. Give student paper and pencil. With a tape recorder and tape give spelling words that have been geared to increase the time needed (within range) as the words become longer. Limit to 12 minutes.

Materials

Spelling
Bought

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Memory (Auditory)

Intermediate - Upper grade

Objective

Student will spell words
following directions
at increasing speed.

Sequential Enabling Activities

1. Give student paper and pencil. With a tape recorder and tape give spelling words that have been geared to increase the time needed (within range) as the words become longer. Limit to 12 minutes.

Materials/References

Spelling tapes
Bought or teacher made materials

177

Behavioral Outcomes

Learning Unit Plan

Learning Modality--As
Developmental Area--N

Primary - intermediate

Behavioral Objective	Sequential Enabling Activities	Material
1. The child will be able to write down from memory 10 various figures with 90% accuracy.	1. Using sheet I and cards. a. Hold up card number 1 and then hide it. b. Have the child circle the correct figure on Ditto sheet I by number 1. c. Do the same for 2-10. 2. Using Ditto sheet II: a. Hold up the card 1 - then hide it. b. Have the child complete the same shape by number 1. e.g. c. Do the same for 2-10. 3. Now hold up the card - then hide it. a. Have the child copy the figure from memory. b. Do the same for cards 2=10.	1. O th (1) (6) 2. M 1. L 2. - C sh 3. M 1. 2. 3. U

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Memory (Visual)

Primary - Intermediate

Objective

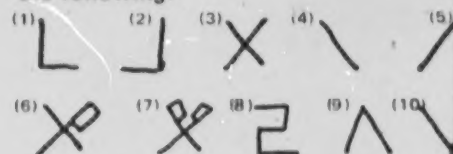
will be able to
h from memory 10
ures with 90%

Sequential Enabling Activities

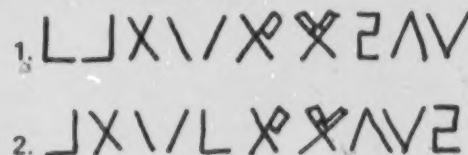
1. Using sheet I and cards.
 - a. Hold up card number 1 and then hide it.
 - b. Have the child circle the correct figure on Ditto sheet I by number 1.
 - c. Do the same for 2-10.
2. Using Ditto sheet II:
 - a. Hold up the card 1 - then hide it.
 - b. Have the child complete the same shape by number 1. e.g.
 - c. Do the same for 2-10.
3. Now hold up the card - then hide it.
 - a. Have the child copy the figure from memory.
 - b. Do the same for cards 2-10.

Materials/References

1. On ten 5 x 8 cards write the the following:

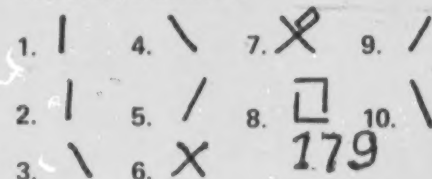


2. Make a ditto sheet I:



Continue with 10 rows of these
shapes in different order.

3. Make Ditto sheet II:



Unfinished symbols

Behavioral Outcomes

Learning Unit Plan

Learning Modality--A
Developmental Area--

Intermediate

Behavioral Objective	Sequential Enabling Activities	Material
1. The student will identify syllables.	1. Syllable game: Have two students play the game Divide syllable cards. One student shows the other a card and asks number of syllables. Correct answer gets the card.	Tea Use Writ Nur

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Memory, (Auditory)

Intermediate

Objective

will identify

Sequential Enabling Activities

1 Syllable game:

Have two students play the game.
Divide syllable cards. One student shows
the other a card and asks number of
syllables. Correct answer gets the card.

Materials/References

Teacher made
Use 3" by 6" tagboard.
Write words on front.
Number of syllables on back.

Behavioral Outcomes	Learning Unit Plan	Learning Modality--A Developmental Area--
Primary Behavioral Objective 1. The student will be able to name with 100% accuracy five items that a person would wear.	Sequential Enabling Activities 1. Given pieces of clothing (from the Manikin Clothing Book) the child will be asked to place them in the correct place on the manikin. 2. Each child will be asked to identify the types of clothing they are wearing. 3. The child will be asked to distinguish between the types of clothing worn when it is cold and when it is hot.	Material Pea Lev

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Memory (Association)

Primary

Objective

will be able to
100% accuracy five
person would

Sequential Enabling Activities

1. Given pieces of clothing (from the Manikin Clothing Book) the child will be asked to place them in the correct place on the manikin.
2. Each child will be asked to identify the types of clothing they are wearing.
3. The child will be asked to distinguish between the types of clothing worn when it is cold and when it is hot.

Materials/References

Peabody Language Development
Level P (Manikin Clothing Book)

Behavioral Outcomes	Learning Unit Plan	Learning Modality--As Developmental Area--
Primary Behavioral Objective 1. The child will identify the vowels within a group of words with 90% accuracy, by pointing to each.	Sequential Enabling Activities 1. The child will look at each flash card and point to the vowel within the word. 2. Within a short paragraph, the child will be asked to circle all vowels.	Material Milt for

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Memory (Association)

Primary

Objective

All identify the
in a group of
100% accuracy,
to each.

Sequential Enabling Activities

1. The child will look at each flash card and point to the vowel within the word.
2. Within a short paragraph, the child will be asked to circle all vowels.

Materials/References

Milton Bradley Picture Flashcards
for Beginners

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Behavioral Outcomes	Learning Unit Plan	Learning Modality--Ass Developmental Area--N
Primary Behavioral Objective 1. The child will be able to distinguish between each major part of the body by taking the already assembled manikin and disassembling it, naming each part with 90% accuracy.	Sequential Enabling Activities 1. The teacher will first familiarize the child with the parts of his own body, then will ask him to disassemble the manikin, naming each part. 2. The children and teacher can play a guessing game with the different parts of the body.	Materials Peab Kits

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Memory (Analysis)

Primary

Objective

Will be able to
between each
of the body by
er by
manikin and
g it, naming each
% accuracy:

Sequential Enabling Activities

1. The teacher will first familiarize the child with the parts of his own body, then will ask him to disassemble the manikin, naming each part.
2. The children and teacher can play a guessing game with the different parts of the body.

Materials/References

Peabody Language Developmental
Kits

Behavioral Outcomes

Learning Unit Plan

Learning Modality Ass
Developmental Area--R

Primary

Behavioral Objectives

1. The child will memorize numbers in a sequence and be able to repeat them with 100% accuracy (telephone numbers, addresses).

Sequential Enabling Activities

1. The teacher will present numbers in a sequence to the child (visually and auditorially) and the child will repeat the numbers in order. Numbers can be presented on cards, on the chalkboard, or on the overhead projector.

Materials

Teacher

Outcomes

Learning Unit Plan

Learning Modality Associative
Developmental Area-Memory

Primary

Objectives

will memorize
a sequence and
repeat them with
accuracy (telephone
addresses).

Sequential Enabling Activities

1. The teacher will present numbers in a sequence to the child (visually and auditorially) and the child will repeat the numbers in order. Numbers can be presented on cards, on the chalkboard, or on the overhead projector.

Materials/References

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--
Developmental Area--

Primary

Behavioral Objective	Sequential Enabling Activities	Materials																
1. The child will be able to identify seasons through various clues.	- Discuss the 4 seasons through pictures - Give the following clues and have the student identify the seasons: <table><tr><td>cold</td><td>swimming</td></tr><tr><td>snow</td><td>heat</td></tr><tr><td>Christmas</td><td>vacation</td></tr><tr><td><u>Winter</u></td><td><u>Summer</u></td></tr><tr><td>flowers</td><td>gold leaves</td></tr><tr><td>baby birds</td><td>a new school year</td></tr><tr><td>fresh rain</td><td>Thanksgiving</td></tr><tr><td><u>Spring</u></td><td><u>Fall</u></td></tr></table>	cold	swimming	snow	heat	Christmas	vacation	<u>Winter</u>	<u>Summer</u>	flowers	gold leaves	baby birds	a new school year	fresh rain	Thanksgiving	<u>Spring</u>	<u>Fall</u>	Pictures
cold	swimming																	
snow	heat																	
Christmas	vacation																	
<u>Winter</u>	<u>Summer</u>																	
flowers	gold leaves																	
baby birds	a new school year																	
fresh rain	Thanksgiving																	
<u>Spring</u>	<u>Fall</u>																	

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Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Associative (Inductive)

Primary

Objective

will be able to
seasons through
clues.

Sequential Enabling Activities

1. Discuss the 4 seasons through pictures
2. Give the following clues and have the student identify the seasons:

cold	swimming
snow	heat
Christmas	vacation

<u>Winter</u>	<u>Summer</u>
---------------	---------------

flowers	gold leaves
baby birds	a new school year
fresh rain	Thanksgiving

<u>Spring</u>	<u>Fall</u>
---------------	-------------

Materials/References

Pictures of things that happen in:

Spring
Summer
Fall
Winter

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Assessment Developmental Area--
Primary Behavioral Objective 1. The child will be able to express thoughts in answering various questions.	Sequential Enabling Activities 1. Ask the child to answer the following problem-solving questions: a. What might happen if a lion broke loose from a cage? b. If you were going on an overnight hike, what would you take? c. If you had 3 wishes, what would they be?	Materials Aids Wills Giles Public

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Associative (Deductive
reasoning)

Primary

Objective

will be able to
thoughts in answering
questions.

Sequential Enabling Activities

1. Ask the child to answer the following problem-solving questions:
 - a. What might happen if a lion broke loose from a cage?
 - b. If you were going on an overnight hike, what would you take?
 - c. If you had 3 wishes, what would they be?

Materials/References

Aids to Psycholinguistic Teaching
Wilma Jo Bush and Marian Taylor
Giles, 1969/Charles E. Merrill
Publishing Co, p. 73.

Behavioral Outcomes	Learning Unit Plan	Learning Modality--As Developmental Area--
Intermediate		

Behavioral Objective	Sequential Enabling Activities	Materials
1. The child will be able to associate various feelings with various words.	1. Say each word and ask the child what expressions and motions he associates with the word. a. fear c. happiness e. sad b. anger d. pride 2. Divide the class into groups of 2 each. Give each group one of the above words. Have them plan a brief skit expressing the word. 3. The next day change groups and words. 4. Tell the students to write you notes using these words to express their feelings. This could be continued all year. e.g. Teacher, I feel happy. John	<u>Aids to</u> by Bus Merrill

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Associative (Auditory)

Intermediate

Objective

Will be able to
express various feelings with
words.

Sequential Enabling Activities

1. Say each word and ask the child what expressions and motions he associates with the word.
 - a. fear c. happiness e. sad
 - b. anger d. pride
2. Divide the class into groups of 2 each. Give each group one of the above words. Have them plan a brief skit expressing the word.
3. The next day change groups and words.
4. Tell the students to write you notes using these words to express their feelings. This could be continued all year. e.g. Teacher, I feel happy. John

Materials/References

Aids to Psycholinguistic Teaching
by Bush and Giles, Charles E.
Merrill Publishing Co., Columbus, Ohio

Behavioral Outcomes	Learning Unit Plan	Learning Modality--A Developmental Area
Primary		
Behavioral Objective	Sequential Enabling Activities	Material
Given a beaded alphabet card the child will be able to identify the letter "O" though blindfolded.	- Blindfold the child and give him the beaded alphabet card for the letter "O". Have him trace the letter and tell him that it is called "O". - Give him a piece of paper and a pencil or crayon and have him make some "O"s. - Continue as above until the child is able to identify the letter "O" consistently.	- Beaded alphabet card - Scissors, Alphabet, and extra paper - Blindfold Re Th Fr 99

Outcomes

Learning Unit Plan

Learning Modality--Associative Language
Developmental Area--Association (Haptic)

Primary

Objective

Child will be able to identify the letter "O" when unfolded.

Sequential Enabling Activities

1. Blindfold the child and give him the beaded alphabet card for the letter "O"; Have him trace the letter and tell him that it is called "O".
2. Give him a piece of paper and a pencil or crayon and have him make some "O"s.
3. Continue as above until the child is able to identify the letter "O" consistently.

Materials/References

1. Beaded alphabet and/or number cards. (Available from Childcraft)
2. Scott, Foresman's Talking Alphabet may be used to combine auditory, visual, and tactile experience.
3. Blindfold.

Reference: "Movement Education: Theory and Practice" by Marianne Frostig. Follett Ed. Corp., pp. 99-109.

Behavioral Outcomes	Learning Unit Plan	Learning Modality--A Developmental Area--
Intermediate Behavioral Objective 1. The child will be able to break words containing double consonants into syllables with 100% accuracy.	Sequential Enabling Activities 1. Give the children the following rule: When there are double consonants in a word, divide the word between the consonants if it is a two-syllable word. 2. Have the children clip out the following words: stabbing, betting, hitting, ripping, clapping, tunnel, sudden, collect. 3. Have the students place the words on the magnetic board with letters. Divide the words into syllables. 4. Hand out ditto sheet and have the students do the following: stabbing--stab-bing.	Material 1. Ma (Id 2. Dit con

Outcomes

Learning Unit Plan

Learning Modality--Associative (Auditory)
Developmental Area--Associative (Auditory)

Intermediate

Objective

Sequential Enabling Activities

Materials/References

will be able to
ds containing
nsonants into
with 100%

1. Give the children the following rule:
When there are double consonants in
a word, divide the word between the
consonants if it is a two-syllable word.
2. Have the children clip out the following
words: stabbing, betting, hitting,
ripping, clapping, tunnel, sudden,
collect.
3. Have the students place the words on the
magnetic board with letters. Divide the
words into syllables.
4. Hand out ditto sheet and have the
students do the following:
stabbing--stab-bing.

1. Magnetic board and letters
(Ideal)
2. Ditto sheet with double
consonant two-syllable words.

Behavioral Outcomes

Learning Unit Plan

Learning Modality--As
Developmental Area--A

Primary

Behavioral Objectives	Sequential Enabling Activities	Materials
1. After a preview of primary colors, the student will correctly go through cards and put them into color categories. 2. Given an abacus where each primary color represents a specific number, each child will successfully complete a given task with ____% accuracy.	1. The child will be asked to look at each card and put cards into categories according to the colors. 2. The child will be asked to use an abacus to associate a color with a number given by the teacher: Example: ones = yellow tens = blue hundreds = red a. Addition problems b. Subtraction problems	Colored Cards Integrated Abacus

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Associative (Categorizing)

Primary

Objectives

view of primary
student will
through cards
into color

abacus where each
or represents a
number, each child
fully complete
with ____%

Sequential Enabling Activities

1. The child will be asked to look at each card and put cards into categories according to the colors.
2. The child will be asked to use an abacus to associate a color with a number given by the teacher:

Example: ones = yellow
tens = blue
hundreds = red

- a. Addition problems
- b. Subtraction problems

Materials/References

Colored Beads and Patterns
Cards Visual Motor
Integration

Abacus

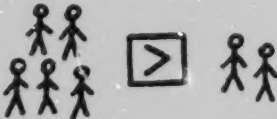
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Behavioral Outcomes

Learning Unit Plan

Learning Modality--As
Developmental Area--

Primary Grades--A 5-day lesson plan

Behavioral Objectives	Sequential Enabling Activities	Materials
1. The child will understand the concept of the sign (greater than). 2. The child will understand the concept of the sign (less than). 3. The child will understand the concept of the equal (=) sign.	1. Day 1 - Concept of greater than. Day 2 - Concept of less than. Day 3 - Concept of less than and greater than. Day 4 - Concept of the equal sign. Day 5 - Concept of equal sign, less than and greater than. Introduce the  (greater than) sign by: a. Arranging the children into groups of 5 and 2. Stand them in the room and place the sign on the floor in such a way that they can perceive it correctly.  b. Arrange other groups. 2. Now have the children trace the sign in the air and on the board saying "greater than."	Modern Discov More 1970/ 1. One One One 2. Obj rock 3. 5 x

Outcomes

Learning Unit Plan

Learning Modality--Associative

Developmental Area--Comparisons (Visual, Auditory, Haptic)

Primary Grades--A 5-day lesson plan

Objectives

will understand the
the sign
(n).

will understand the
the sign

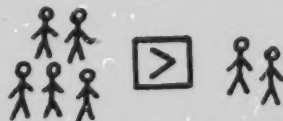
will understand the
the equal (=) sign.

Sequential Enabling Activities

1. Day 1 - Concept of greater than.
Day 2 - Concept of less than.
Day 3 - Concept of less than and greater than.
Day 4 - Concept of the equal sign.
Day 5 - Concept of equal sign, less than and greater than.

Introduce the $>$ (greater than)
sign by:

- a. Arranging the children into groups of 5 and 2. Stand them in the room and place the sign on the floor in such a way that they can perceive it correctly.



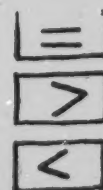
- b. Arrange other groups.

2. Now have the children trace the sign in the air and on the board saying "greater than."

Materials/References

Modern Mathematics Through
Discovery by Morton, Roskopf,
Moredock, Gray, Sage and Collins,
1970/General Learning Corp., page 11.

1. One large = sign.
One large $\geq$ sign.
One large $\leq$ sign.
2. Objects such as blocks, sticks, rocks, etc.
3. 5 x 3 inch cards with:



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Behavioral Outcomes

Learning Unit Plan

Learning Modality--Ass
Developmental Area--Co

Primary Grades--A 5-day lesson plan

Behavioral Objective	Sequential Enabling Activities	Materials/Procedures
1. Greater than, less than and equal to-- continued	3. Have the children arrange the blocks, sticks or rocks into groups and use the 5 x 3 inch cards. 4. Pass out ditto sheet I and have the students fill in the greater than sign. Go over the work orally. 5. Pass out ditto sheet Ia and go over the numbers orally. If the children cannot understand the concept let them use sticks. Second Day 6. Follow steps 1-5 for the concept of the less than sign. Third Day 7. Go over Ditto sheet III orally. If the children have trouble, follow steps 1-3 again.	4. Ditto Exam   Have greater 5. Ditto 1 6. Ditto sheet usa le 7. Ditto than  20

Outcomes

Learning Unit Plan

Learning Modality--Associative

Developmental Area--Comparisons (Visual, Auditory, Haptic)

Primary Grades--A 5-day lesson plan

Objective

Less than and continued

Sequential Enabling Activities

3. Have the children arrange the blocks, sticks or rocks into groups and use the 5 x 3 inch cards.

4. Pass out ditto sheet I and have the students fill in the greater than sign. Go over the work orally.

5. Pass out ditto sheet Ia and go over the numbers orally. If the children cannot understand the concept let them use sticks.

Second Day

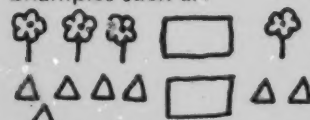
6. Follow steps 1-5 for the concept of the less than sign.

Third Day

7. Go over Ditto sheet III orally. If the children have trouble, follow steps 1-3 again.

Materials/References

4. Ditto sheet Ia
Examples such as:



Have the students fill in the greater than sign.

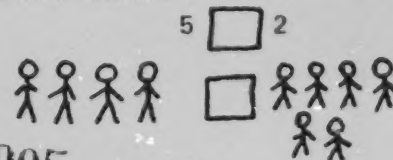
5. Ditto sheet Ib:

5 ☐ 1
6 ☐ 2
10 ☐ 3

And other examples

6. Ditto sheet IIa and Ditto sheet IIb. Same as Ia and Ib except use less than sign.

7. Ditto sheet III-Review of greater than and less than:



205

120

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Associ
Developmental Area--Com

Primary Grades--A 5-day lesson plan

Behavioral Objective

1. Greater than, less than and equal to-- continued

Sequential Enabling Activities

Day 4

8. Go over concept of the equal sign by following examples of steps 1-5.

Day 5

9. Work Ditto sheet V orally.
10. Have students work page 11 in the book silently.

Materials/R

8. Ditto
la and

9. Ditto
all sig
Exam

A.

B.

omes

Learning Unit Plan

y Grades--A 5-day lesson plan

Learning Modality--Associative
 Developmental Area--Comparisons (Visual, Auditory,
 Haptic)

ective

s than and
 tinued

Sequential Enabling Activities

Day 4

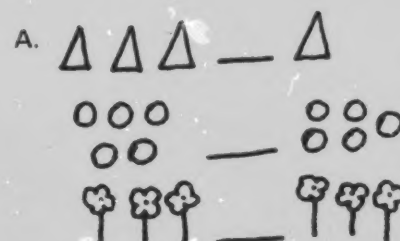
8. Go over concept of the equal sign by following examples of steps 1-5.

Day 5

9. Work Ditto sheet V orally.
10. Have students work page 11 in the book silently.

Materials/References

8. Ditto sheet IV and IVb--same as Ia and Ib only use equal sign.
9. Ditto sheet V--Review test of all signs.
 Examples:



B.

5 — 3

6 — 6

4 — 8

207

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Assoc
Developmental Area--Con

Primary

Behavioral Objective	Sequential Enabling Activities	Materials/
1. The child will be able to identify various letters in various styles of print with about 90% accuracy. This activity will be used only if the child can also find shapes in the same manner. This should be in the following sequence: - pictures - shapes - letters - words	- Point out the letter "A" on the board. Write "a" various other ways. - Discuss why these other letters are also "a". What do they have in common? How are they different? Size? Shape? - Have the children write the letter "a" in various ways. - Have the students look for "a's" printed different ways in a magazine. They will cut the "a's" out and paste on their <u>a</u> page. Also they can find words containing "a's" and mark them. - The students will do this for various other letters.	Magazin Scissors Paste Marker

omes

Learning Unit Plan

Learning Modality--Associative

Developmental Area--Comparisons((Visual, Auditory)

Primary

ective

able to
letters in
print with
racy.

ll be used only
also find
me manner.
n the following

Sequential Enabling Activities

1. Point out the letter "A" on the board. Write "a" various other ways.
2. Discuss why these other letters are also "a". What do they have in common? How are they different? Size? Shape?
3. Have the children write the letter "a" in various ways.
4. Have the students look for "a's" printed different ways in a magazine. They will cut the "a's" out and paste on their a page. Also they can find words containing "a's" and mark them.
5. The students will do this for various other letters.

Materials/References

Magazines
Scissors
Paste
Marker

207

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Associ
Developmental Area--Com

Intermediate

Behavioral Objective

1. To reproduce a sound pattern from sequential charts with 90% accuracy.

Sequential Enabling Activities

1. Hand buzzer to the student. With a set of buzzer form cards before the teacher, send the signal , etc. Have the child reproduce this same sound.

Materials/P

Buzzer
Develop
Buzzer

210

comes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Comparison (Auditory)

Intermediate

ctive

sound pattern
charts with 90%

Sequential Enabling Activities

1. Hand buzzer to the student. With a set of buzzer form cards before the teacher, send the signal . . . , etc. Have the child reproduce this same sound.

Materials/References

Buzzer Board
Developmental Learning Materials, p. 19
Buzzer Board Pattern Cards

10

211

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Associ Developmental Area--Com

Primary

Behavioral Objective

1. Given the beaded alphabet cards "O" and "C", the child will be able to state that "O" and "C" are alike except that "C" is open and "O" is closed.

Sequential Enabling Activities

1. Yesterday you traced the letter "O" on the beaded card. Today you are going to trace the letter "C". Think about the "O" and how the "C" is like the "O" and how it is different.
Is it the same shape?
Is it the same size?
Is it curved?
Does it have straight lines?
Is it open? Closed? etc.
2. Have the child trace the "C" and then make some "C's" with pencil and paper or use shaving cream on a tray or table top.
3. Continue these activities until the child is able to state that the "O" and "C" are alike except that "O" is closed and "C" is open.

Materials/

1. Blind
2. Beaded
3. Scott
4. Pencil
5. Shaving

Reference

Move
and P

comes

Learning Unit Plan

Learning Modality--Associative Language
Developmental Area--Comparison (Haptic)

Primary

Active

and alphabet
"C", the child
state that
the "O" and "C"
are alike
except that
the "O" is closed
and the "C" is open.

Sequential Enabling Activities

1. Yesterday you traced the letter "O" on the beaded card. Today you are going to trace the letter "C". Think about the "O" and how the "C" is like the "O" and how it is different.
Is it the same shape?
Is it the same size?
Is it curved?
Does it have straight lines?
Is it open? Closed? etc.
2. Have the child trace the "C" and then make some "C's" with pencil and paper or use shaving cream on a tray or table top.
3. Continue these activities until the child is able to state that the "O" and "C" are alike except that "O" is closed and "C" is open.

Materials/ References

1. Blindfold
2. Beaded alphabet (Available from Childcraft or Ideal)
3. Scott, Foresman Talking Alphabet by Scott, Foresman may be used.
4. Pencil and paper.
5. Shaving cream and tray.

Reference:

Movement Education: Theory and Practice by Marianne Frostig.

Behavioral Outcomes

Learning Unit Plan

Learning Modality Association
Developmental Area-Com

Upper Level

Behavioral Objective

1. The child will be able to compare fractions using the symbols $+$, $=$, with 90% accuracy.

Sequential Enabling Activities

1. Given the fractions $1/2$, $3/4$, $4/5$ and $75/100$ the students will compare them by selecting:
 - a. The greatest fraction.
 - b. The least fraction.
 - c. The fractions that are equal.

Materials/

Teacher

comes

Learning Unit Plan

Learning Modality Associative
Developmental Area-Comparison

Upper Level

ective

be able to com-
using the+ , = ,
racy.

Sequential Enabling Activities

1. Given the fractions $\frac{1}{2}$, $\frac{3}{4}$, $\frac{4}{5}$ and $\frac{75}{100}$ the students will compare them by selecting:
 - a. The greatest fraction.
 - b. The least fraction.
 - c. The fractions that are equal.

Materials/References

Teacher made

Behavioral Outcomes	Learning Unit Plan	Learning Modality - Associ Developmental Area-Com									
Primary Behavioral Objective 1. The student will learn three spellings of "k".	Sequential Enabling Activities 1. There are three spellings for the "k" sound. C, K, and -ck. The rules to follow are: A. We spell "k" -ck after the short vowels a,e,i,o,u. B. Usually the "k" is spelled <u>c</u> at the beginning of a word. C. When a signal cannot be used we spell "k" as <u>K</u>. <u>Example Activity for rule A.</u> Circle all words that are <u>not</u> spelled -ck. <table data-bbox="829 1011 1189 1105"> <tr> <td>brick</td><td>kick</td><td>tick</td></tr> <tr> <td>thick</td><td>Rick</td><td>trick</td></tr> <tr> <td>stroke</td><td>pick</td><td>stick</td></tr> </table>	brick	kick	tick	thick	Rick	trick	stroke	pick	stick	Materials/ <u>Example</u> Circle all beginning case car cake <u>Example</u> Make a
brick	kick	tick									
thick	Rick	trick									
stroke	pick	stick									

comes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Convergent (Visual-auditory)

Primary

Objective

will learn three

Sequential Enabling Activities

1. There are three spellings for the "k" sound.
C, K, and -ck.
The rules to follow are:
 - A. We spell "k" -ck after the short vowels a,e,i,o,u.
 - B. Usually the "k" is spelled c at the beginning of a word.
 - C. When a signal cannot be used we spell "k" as K.

Example Activity for rule A.

Circle all words that are not spelled -ck.

brick	kick	tick
thick	Rick	trick
stroke	pick	stick

Materials/References

Example Activity for B.

Circle all "k" sounds at the beginning of a word.

case	care	came
car	cat	cut
cake	city	can

Example Activity for C.

Make a list of "k" words below.

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Behavioral Outcomes

Learning Unit Plan

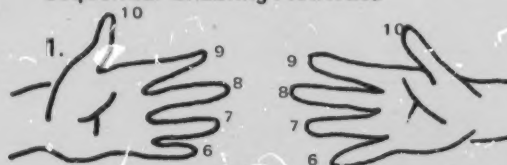
Learning Modality--Assoc
Developmental Area--Con

Intermediate

Behavioral Objective

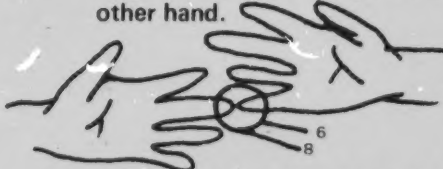
1. The child will be able to multiply tables 6 through 10 with 100% accuracy.

Sequential Enabling Activities



Have the student hold his hands in front of him in the above manner. The little finger is 6, ring finger 7, etc.

2. To multiply 6×8 place number 6 finger on number 8 finger on the other hand.



3. He counts by 10 the fingers below the touching fingers--including the touching fingers. The answer is 40.
4. Above the touching fingers he will find 2 on one hand and 4 on the other. He will say $2 \times 4 = 8$.
5. Now he says $40 + 8$ or 48.
6. Practice this with several other multiplication problems until the children have mastered this.

Materials/Refer

Building Num
Children, Ed
1972/Academ
Publications.

comes

Learning Unit Plan

Learning Modality--Associative

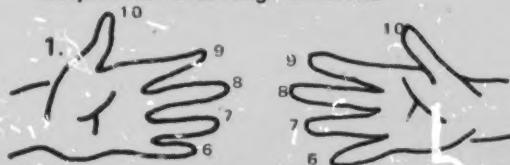
Developmental Area--Convergent (Auditory and Visual)

Intermediate

Objective

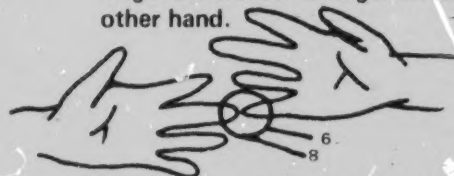
be able to
6 through 10
racy.

Sequential Enabling Activities



Have the student hold his hands in front of him in the above manner. The little finger is 6, ring finger 7, etc.

2. To multiply 6×8 place number 6 finger on number 8 finger on the other hand.



3. He counts by 10 the fingers below the touching fingers--including the touching fingers. The answer is 40.
4. Above the touching fingers he will find 2 on one hand and 4 on the other. He will say $2 \times 4 = 8$.
5. Now he says $40 + 8$ or 48.
6. Practice this with several other multiplication problems until the children have mastered this.

Materials/References

Building Number Skills in Dyslexic Children, Edited by John I. Arena, 1972/Academic Therapy Publications. \$3.75

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Conceptual

Primary

Behavioral Objective

1. To perform the puzzles for figure-ground visual tasks with 100% accuracy.

Sequential Enabling Activities

1. Large geometric form puzzle boards. Place one before the child. Have him fit puzzle pieces into form. These comprise a figure ground visual task.
2. Place center forms intact and ask into which form this configuration will fit.

Materials/References

Geometric
Construction

omes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Convergent (Visual)

Primary

ve

puzzles for
ual tasks with

Sequential Enabling Activities

1. Large geometric form puzzle boards.
Place one before the child. Have him
fit puzzle pieces into form. These
comprise a figure ground visual task.
2. Place center forms intact and ask into
which form this configuration will fit.

Materials/References

Geometric design puzzles, p. 3.
Constructive Playthings, Inc.

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Behavioral Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Convergent

Primary

Behavioral Objective

1. The child will be given the letters of a simple word along with hints as to what the word is and will correctly arrange the letters into the word.

Sequential Enabling Activities

1. The teacher will use the letters on the blocks of the game and will ask the child to make a word.
2. The child will be asked to try to make as many other words as possible with the same letters with help by the teacher.

Materials/References

Scrabble Game

omes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Convergent (Memory)

Primary

ctive

Given the
word along
what the word
ctly arrange
the word.

Sequential Enabling Activities

1. The teacher will use the letters on the blocks of the game and will ask the child to make a word.
2. The child will be asked to try to make as many other words as possible with the same letters with help by the teacher.

Materials/References

Scrabble Game

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Assoc
Developmental Area--Con

Intermediate

Behavioral Objective

1. The student will transfer counting numbers into a memory process

Sequential Enabling Activities

1. Locating Prime Numbers

A famous Greek mathematician named Eratosthenes invented this method for finding primes.

Give each student a ditto sheet with one hundred 1" squares on it.

- a. Write the counting numbers to 100.
- b. Cross off 1.
- c. Circle 2 and cross off all multiples of 2.
- d. Circle 3 and cross off all multiples of 3.
- e. Circle 5 and cross off all multiples of 5.

Materials/Re

Draw 100
sheet of p

Teacher m

omes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Convergent (Visual)

Intermediate

ative

transfer
s into a

Sequential Enabling Activities

1. Locating Prime Numbers

A famous Greek mathematician named Eratosthenes invented this method for finding primes.

Give each student a ditto sheet with one hundred 1" squares on it.

- a. Write the counting numbers to 100.
- b. Cross off 1.
- c. Circle 2 and cross off all multiples of 2.
- d. Circle 3 and cross off all multiples of 3.
- e. Circle 5 and cross off all multiples of 5.

Materials/References

Draw 100 squares on a sheet of paper.

Teacher made materials

225

Behavioral Objective

1. The child will be able to combine several numbers to make 5, 7, 6, 8, 9, 10 with 100% accuracy.

Sequential Enabling Activities

1. If the child is trying to find combinations for 5:

$$\begin{aligned}
 5 &= \\
 1 + 1 + 3 \\
 2 + 3 \\
 2 + 2 + 1
 \end{aligned}$$

Allow the children to arrange their own combinations for the other numbers.

2. This activity can also be done with fractions.

1 Whole							
1/2				1/2			
1/3		1/3		1/3		1/3	
1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4
1/8	1/8	1/8	1/8	1/8	1/8	1/8	1/8

1 Whole

$$1/2 + 1/2$$

$$1/3 + 1/3 + 1/3$$

$$1/4 + 1/4 + 1/4 + 1/4$$

$$\begin{aligned}
 1/8 + 1/8 + 1/8 + 1/8 \\
 + 1/8 + 1/8 + 1/8 + 1/8
 \end{aligned}$$

1 Whole		
1/2	1/4	1/4

$$1 \text{ Whole} = 1/2 + 1/4 + 1/4$$

1/2	1/2
1/4	1/4
1/4	1/4

$$1/2 = 2/4$$

Materials/Re

Cut out of various sizes following:

3
2
1

Use different numbers, yellow, red

Outcomes

Learning Unit Plan

Learning Modality--Associative
Developmental Area--Divergent (Visual)

Intermediate

Objective

be able to
al numbers
6, 8, 9, 10
accuracy.

Sequential Enabling Activities

1. If the child is trying to find combinations for 5:

$$\begin{aligned} 5 &= \\ 1 + 1 + 3 \\ 2 + 3 \\ 2 + 2 + 1 \end{aligned}$$

Allow the children to arrange their own combinations for the other numbers.

2. This activity can also be done with fractions.

1 Whole							
1/2				1/2			
1/3		1/3		1/3			
1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4
1/8	1/8	1/8	1/8	1/8	1/8	1/8	1/8

$$\begin{aligned} &1 \text{ Whole} \\ &1/2 + 1/2 \\ &1/3 + 1/3 + 1/3 \\ &1/4 + 1/4 + 1/4 + 1/4 \\ &1/8 + 1/8 + 1/8 + 1/8 \\ &+ 1/8 + 1/8 + 1/8 + 1/8 \end{aligned}$$

1 Whole		
1/2	1/4	1/4

$$1 \text{ Whole} = 1/2 + 1/4 + 1/4$$

1/2	1/2
1/4	1/4
1/4	1/4

$$1/2 = 2/4$$

Materials/References

Cut out of construction paper various strips--like the following:

10									
9								1	
8							1	1	
7						1	1	1	
6					1	1	1	1	
5				1	1	1	1	1	
4			1	1	1	1	1	1	
3		1	1	1	1	1	1	1	
2	1	1	1	1	1	1	1	1	
1	1	1	1	1	1	1	1	1	

Use different colors for different numbers, e.g.

yellow - 1
red - 2
etc.

Behavioral Outcomes Primary	Learning Unit Plan	Learning Modality--Expressive Learning Channel --Motor Developmental Area--Gross
Behavioral Objective	Sequential Enabling Activities	Materials/Resources
1. The child will correctly throw a ball with a reasonable degree of accuracy.	1. The pupil will be asked to pick up a ball and throw it. 2. Next the pupil will be asked to throw the ball to a person. 3. The pupil will be asked to bounce the ball to a person. 4. The pupil will be asked to throw the ball over a specified line or into a basket.	Ball, basket

comes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel --Motor
Developmental Area--Gross Motor

Primary

Objective

Correctly throw
to a reasonable degree

Sequential Enabling Activities

1. The pupil will be asked to pick up a ball and throw it.
2. Next the pupil will be asked to throw the ball to a person.
3. The pupil will be asked to bounce the ball to a person.
4. The pupil will be asked to throw the ball over a specified line or into a basket.

Materials/References

Ball, basket.

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Expressive Learning Channel --Motor Developmental Area--Gross Motor
Primary Behavioral Objectives 1. To be able to perform balance board gross motor activities with 100% accuracy. 2. To be able to perform a gross motor activity with 100% accuracy.	Sequential Enabling Activities 1. Have the child to walk from one end of the balance board to the other end. After he has done this proficiently then have the child to perform other activities while crossing the board such as. carrying various objects, tossing and catching a ball, bouncing a ball, and having objects thrown at him to catch. 2. Waist Relax--Relax hands on the waist. Then bend at the waist to a forward position of 90°, then to the right, then backwards, and then to the left as far as possible. The teacher may have to do this first and the child imitate.	Materials/Resources 1. Balance board 2. Teacher References Basden, B. and Motor and of Developmental Clinics, Pa Programs. Bush, W. and linguistic Van Witzzen, Activities

comes

Learning Unit Plan

Primary

Learning Modality--Expressive Language
 Learning Channel --Motor Expressions
 Developmental Area--Gross Motor

Objectives

perform balance
 motor activities
 accurately.

perform a gross
 motor activity
 with 100%

Sequential Enabling Activities

1. Have the child to walk from one end of the balance board to the other end. After he has done this proficiently then have the child to perform other activities while crossing the board such as: carrying various objects, tossing and catching a ball, bouncing a ball, and having objects thrown at him to catch.
2. Waist Relax--Relax hands on the waist. Then bend at the waist to a forward position of 90° , then to the right, then backwards, and then to the left as far as possible. The teacher may have to do this first and the child imitate.

Materials/References

1. Balance board

2. Teacher made

References

Basden, B. and Belgau, F. A Perceptual Motor and Visual Perception Handbook of Developmental Activities for Schools, Clinics, Parents, and Pre-School Programs.

Bush, W. and Giles, M. Aids to Psycholinguistic Teaching, pp. 247-268.

Van Witzzen, Betty. Perceptual Training Activities Handbook.

231

comes

Learning Unit Plan

Learning Modality--Expressive Language
Learning Channel --Motor
Developmental Area--Gross Motor

Primary

jective

hoop the child
a pattern of
d perform

Sequential Enabling Activities

1. Give the child a hoola hoop and let him play with it for 5 minutes or more as his interest is active.
2. Ask the child to find 5 things he can do with his hoop.
3. Ask the child to do these activities one after the other to make a pattern.
4. Ask the child to perform his pattern of activities for the rest of the class or for you.

Materials/References

Hoola hoop

Reference:
Mrs. Hjermstad
SPE 731q.

32

233

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel --Motor
Developmental Area--Fine

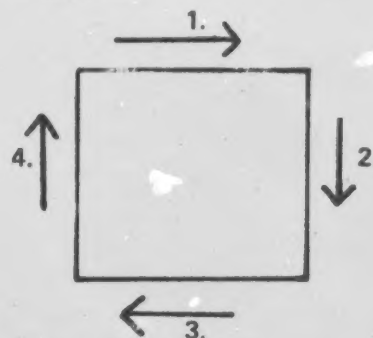
Primary

Behavioral Objective

1. The child will be able to draw a square with 80% accuracy.

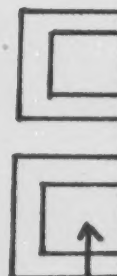
Sequential Enabling Activities

1. Using the large template have the child trace the large square on the blackboard. Do this several times.
2. On a sheet of paper follow the same procedure.
3. Have the student trace on top of the square on the ditto sheet several times.
4. Have the student draw the square on a blank sheet of paper.
5. Do the same (1-4) for the next 2 sizes of squares.



Materials/Resources

Templates



Cut out squares

Ditto sheet squares on

comes

Learning Unit Plan

Learning Modality--Expressive
 Learning Channel --Motor
 Developmental Area--Fine Motor

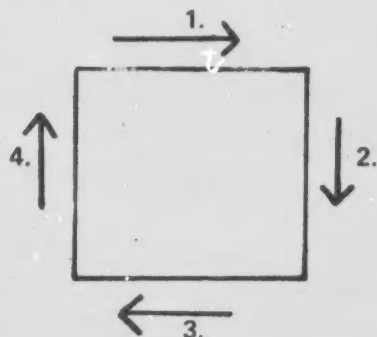
Primary

Active

be able to
 with 80%

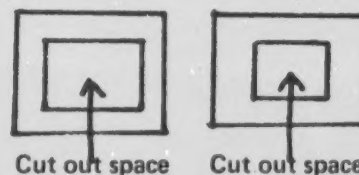
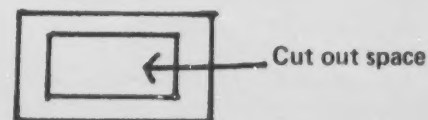
Sequential Enabling Activities

1. Using the large template have the child trace the large square on the blackboard. Do this several times.
2. On a sheet of paper follow the same procedure.
3. Have the student trace on top of the square on the ditto sheet several times.
4. Have the student draw the square on a blank sheet of paper.
5. Do the same (1-4) for the next 2 sizes of squares.



Materials/References

Templates of various sizes:



Ditto sheets with same size squares on them.

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Expressive Learning Channel --Motor Developmental Area--Fine
Primary Behavioral Objective 1. To be able to develop a pencil dot-to-dot drawing with 100% accuracy.	Sequential Enabling Activities 1. Present the child with an unfinished dot-to-dot figure and have him to complete it. Use numbers if possible. 	Materials/Resources Teacher and student Pencil and paper

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Motor

Developmental Area--Fine Motor

Primary

Active

Develop a
dot drawing
accuracy.

Sequential Enabling Activities

1. Present the child with an unfinished dot-to-dot figure and have him to complete it. Use numbers if possible.



Materials/References

Teacher made
Pencil and paper

237

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expre
Learning Channel --Motor
Developmental Area--Fine

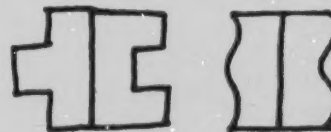
Intermediate

Behavioral Objectives

1. To be able to imitate fine motor patterns with 100% accuracy.
2. To be able to perform a fine motor exercise with 100% accuracy.

Sequential Enabling Activities

1. Develop fine motor patterns. After the teacher has developed them, then let the child imitate them. May have a code number to represent each pattern.
 - a. Clap hand, stamp feet, touch head.
 - b. Wiggle fingers, wiggle toes, move head from left to right.
2. Present the child with "half objects" that are not correctly placed and have him correct them with his hands.



These objects can be made out of paper, cardboard, wood, etc.

Materials/Re

Teacher m

Teacher m

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Motor

Developmental Area--Fine

Intermediate

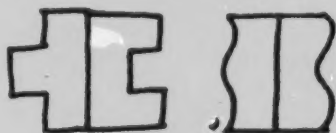
Objectives

imitate fine
s with 100%

perform a fine
e with 100%

Sequential Enabling Activities

1. Develop fine motor patterns. After the teacher has developed them, then let the child imitate them. May have a code number to represent each pattern.
 - a. Clap hand, stamp feet, touch head.
 - b. Wiggle fingers, wiggle toes, move head from left to right.
2. Present the child with "half objects" that are not correctly placed and have him correct them with his hands.

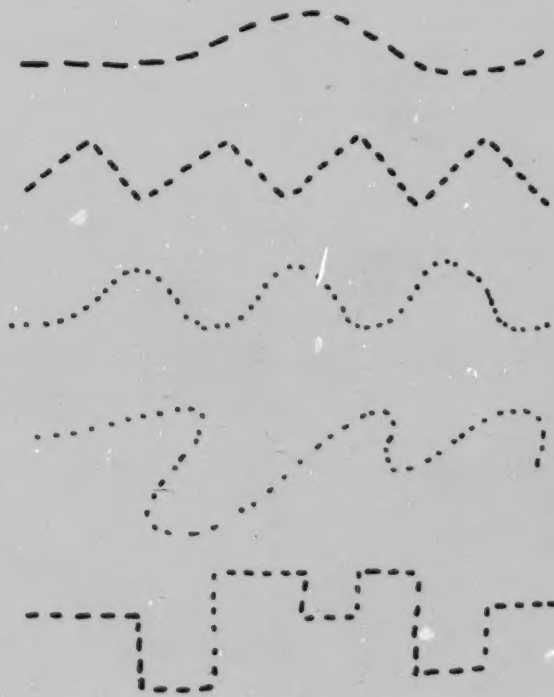


These objects can be made out of paper, cardboard, wood, etc.

Materials/References

Teacher made

Teacher made

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Expressive Learning Channel --Motor Developmental Area--Fine
Primary Behavioral Objective 1. To be able to manipulate cutting scissors with 100% accuracy.	Sequential Enabling Activities 1. Have dotted lines going in various positions on thick paper and have the child to cut along the lines accurately. 	Materials/References Teacher model Paper and Scissors

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Motor

Developmental Area--Fine

Primary

ective

manipulate
with 100%

Sequential Enabling Activities

1. Have dotted lines going in various positions on thick paper and have the child to cut along the lines accurately.



Materials/References

Teacher made materials
Paper and pencil
Scissors

241

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel--Auditory
Developmental Area--Phonics

Intermediate

1. Behavioral Objective

1. The child will be able to use the ack, ock, uck, eck, ick word families with 85% accuracy.
(They should know the blends and consonants.)

Sequential Enabling Activities

1. Introduce the word families ack, ock, uck, eck, and ick by passing out ditto sheet I to the class. Have each student read the list orally.
2. Have them place magnetic letters on the boards to form ack. Next they will place several blends (bl, cl, br, etc.) and consonants in front to form words--e.g. black. As the student forms new words he will write the word down. Later the class will go over their lists together.
3. Take magnetic letters and ditto sheet I away and pass out ditto sheet II.
4. Have the student put words together by using blends, consonants, and word families.

Materials/References

Magnetic Letters

Ditto sheet I

ack	ock
back	block
sack	sock
pack	rock
Mack	
rack	

Ditto sheet II

---ack ---
---ick ---
---eck ---
---uck ---

bl	p
r	bl
d	r
br	r

omes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Auditory Verbal

Intermediate

Developmental Area--Phonemes

Active

able to use
ack, eck, ick
with 85%

how the blends
)

Sequential Enabling Activities

1. Introduce the word families ack, ock, uck, eck, and ick by passing out ditto sheet I to the class. Have each student read the list orally.
2. Have them place magnetic letters on the boards to form ack. Next they will place several blends (bl, cl, br, etc.) and consonants in front to form words--e.g. black. As the student forms new words he will write the word down. Later the class will go over their lists together.
3. Take magnetic letters and ditto sheet I away and pass out ditto sheet II.
4. Have the student put words together by using blends, consonants, and word families.

Materials/References

Magnetic Board and letters

Ditto sheet I:

ack	ock	uck	eck	ick
back	block	duck	beck	brick
sack	sock	shuck	reck	Rick
pack	rock	Buck	peck	pick
Mack				sick
rack				

Ditto sheet II:

--ack	--ock	--uck	--eck
--ick	--ack	--ock	--uck
--eck	--ick	--ack	--ock
--uck	--eck	ick	

bl	p	sh	p
r	bl	B	s
d	r	P	R
h	r	b	

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel --Verbal
Developmental Area--Phonology

Primary

Behavioral Objectives

1. To be able to pronounce letter sounds with 100% accuracy.
2. To be able to distinguish and pronounce letter sounds with 100% accuracy.

Sequential Enabling Activities

1. Present pictures to the child and pronounce the word except for either the beginning or ending letter sound. Let the child pronounce the missing letter.

Example:

Picture--- dog, eat, flag, cat, bat
Word----- do_, ea_, _lag, _at, ba_

2. Tell the child that the missing word rhymes with a certain word. Read the sentence and let the child orally fill in the missing letter.

Example:

- _____ rhymes with "fall!"
- a. Bob can play with a--all.
 - b. Mr. Smith is a _all man.
 - c. Will you _all him?

Materials/References

Teacher materials

Aids to Psychology
Bush and

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Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Verbal

Developmental Area--Phonemes

Primary

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th 100%

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etter sounds
racy.

Sequential Enabling Activities

1. Present pictures to the child and pronounce the word except for either the beginning or ending letter sound. Let the child pronounce the missing letter.

Example:

Picture--- dog, eat, flag, cat, bat

Word----- do_, ea_, _lag, _at, ba_

2. Tell the child that the missing word rhymes with a certain word. Read the sentence and let the child orally fill in the missing letter.

Example:

_____ rhymes with "fall!"

- a. Bob can play with a--all.
- b. Mr. Smith is a _all man.
- c. Will you _all him?

Materials/References

Teacher made

Aids to Psycholinguistic Teaching--
Bush and Giles

245

Behavioral Outcomes	Learning Unit Plan	Learning Modality--Expressive Learning Channel--Verbal Developmental Area--Phonology
Intermediate Behavioral Objectives 1. To be able to verbally express phonemes with 100% accuracy. 2. To be able to verbally express phonemes with 90% accuracy.	Sequential Enabling Activities 1. Using the tape recorder allow the students to record the various sounds a phoneme can make. Example: "a" as in apple "a" as in ate "a" as in all Do this activity until all of the letters have been done and the child can distinguish them. 2. Present a new word in the book, on the board, or on paper. Let the child verbally break down the word into separate phoneme sounds. This activity helps the child gain the ability of saying new words without much teacher help.	Materials/Resources Tape Recorder Teacher materials

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel--Verbal

Developmental Area--Phonemes

Intermediate

Objectives

Verbally
Phonemes withVerbally
Phonemes with

Sequential Enabling Activities

1. Using the tape recorder allow the students to record the various sounds a phoneme can make.

Example: "a" as in apple
 "a" as in ate
 "a" as in all

Do this activity until all of the letters have been done and the child can distinguish them.

2. Present a new word in the book, on the board, or on paper. Let the child verbally break down the word into separate phoneme sounds. This activity helps the child gain the ability of saying new words without much teacher help.

Materials/References

Tape Recorder

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel --Verbal
Developmental Area--Motor

Intermediate

1; Behavioral Objectives

1. To be able to blend new endings on words with 90% accuracy.

2. To be able to distinguish word endings with 100% accuracy.

3. To be able to distinguish rhyming words with 100% accuracy.

Sequential Enabling Activities

1. Present words to students and have them to respond with as many different words as they can make by changing the endings.

- a. rob-robbed-robbing-rops
- b. smile-smiles-smiled-smiling
- c. bat-bats-batted-batting

2. As the teacher says the words, the child listens for the endings and tells which word is different.

Example: started-stopped-played-run
runs-stops-stops-plug

3. Read groups of words to the child and have him call out the word that does not rhyme.

Example: time, climb, same, line
(same)

Materials/References

Aids to Presentation
Bush and

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Verbal

Developmental Area--Morphemes

Intermediate

Objectives

Identify new words with 90%

Distinguish with 100%

Distinguish with 100%

Sequential Enabling Activities

1. Present words to students and have them to respond with as many different words as they can make by changing the endings.

- a. rob-robbed-robbing-rops
- b. smile-smiles-smiled-smiling
- c. bat-bats-batted-batting

2. As the teacher says the words, the child listens for the endings and tells which word is different.

Example: started-stopped-played-run
runs-stops-stops-plug

3. Read groups of words to the child and have him call out the word that does not rhyme.

Example: time, climb, same, line
(same)

Materials/References

Aids to Psycholinguistic Teaching,
Bush and Giles

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel --Verbal
Developmental Area--Motor

Primary

Behavioral Objectives

1. To be able to use letter blends with 100% accuracy.
2. To be able to form plurals with 100% accuracy.

Sequential Enabling Activities

1. Ask the student to complete each sentence by telling which sounds go in the word. Sounds: "ar", "er", "ir", "or", or "ur".
 - a. I heard a b___d sing.
 - b. The tig___ is a cat.
 - c. The t___key spread its wings.
2. Teacher develops sentences with the first sentence in singular form. The second sentence has word blanks in which the student is to verbally form word plurals.
Example:
 - a. The girl has a doll.
The _____ have some _____.
 - b. The cat has some food.
The _____ have some _____.

Materials/Resources

Aids to Psychology
Bush and

Teacher materials

omes	Learning Unit Plan	Learning Modality--Expressive Language Learning Channel --Verbal Developmental Area--Morphemes
Primary		

jectives

ie letter blends
racy.

orm plurals
racy.

Sequential Enabling Activities

1. Ask the student to complete each sentence by telling which sounds go in the word. Sounds: "ar", "er", "ir", "or", or "ur".
 - a. I heard a b___d sing.
 - b. The tig___ is a cat.
 - c. The t___key spread its wings.
2. Teacher develops sentences with the first sentence in singular form. The second sentence has word blanks in which the student is to verbally form word plurals.
Example:
 - a. The girl has a doll.
The _____ have some _____.
 - b. The cat has some food.
The _____ have some _____.

Materials/References

Aids to Psycholinguistic Teaching,
Bush and Giles

Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expre
Learning Channel --Verba
Developmental Area--Syn

Intermediate

Behavioral Objective

1. To increase phrase reading ability and to expand the span at which student can perceive phrases with 85% accuracy.

Sequential Enabling Activities

1. Using a tachistoscope set for phrase reading begin with two word phrases expand to three word phrases and continue as the student can handle this process--about 10 minutes daily.

Materials/Re

Tachistosc
Head set f
Transpare
Dolch phr

comes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel --Verbal
Developmental Area--Syntax

Intermediate

ase reading
expand the
tudent can
s with 85%

Sequential Enabling Activities

1. Using a tachistoscope set for phrase reading begin with two word phrases expand to three word phrases and continue as the student can handle this process--about 10 minutes daily.

Materials/References

Tachistoscope
Head set for phrase reading
Transparencies for tachistoscope
Dolch phrase cards

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Behavioral Outcomes	Learning Unit Plan	Learning Modality--Express Learning Channel --Verbal Developmental Area--Syntax	
Primary			
Behavioral Objective	Sequential Enabling Activities	Materials/Procedures	
1. To be able to put syntax in proper order with 100% accuracy.	1. Teacher reads various sentences with incorrect syntax and the child must verbally correct the syntax error. Example: The cat big is. He black is. The is big dog. He is white black and.	1. Teacher	
2. To be able to use correct syntax with 100% accuracy.	2. Use large pictures. Allow a child to choose a picture and describe the picture. The other children guess what the picture is. Stress complete sentence use.	2. Teacher	
		Peabody	

omes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Verbal

Developmental Area--Syntax

Primary

ative

t syntax in proper
accuracy.

Sequential Enabling Activities

1. Teacher reads various sentences with incorrect syntax and the child must verbally correct the syntax error.

Example: The cat big is. He black is.
The is big dog. He is white
black and.

correct syntax
acy.

2. Use large pictures. Allow a child to choose a picture and describe the picture. The other children guess what the picture is. Stress complete sentence use.

Materials/References

1. Teacher made

2. Teacher collected pictures

Peabody Kit

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel --Verbal
Developmental Area--Syntax

Primary

Behavioral Objectives	Sequential Enabling Activities	Materials/Resources
1. To be able to use syntax with 90% accuracy.	1. Hold up various pictures and have the child state in a phrase or sentence something about the pictures. Example: Reply: a big cat a black cat This is a cat.	1. Pictures could be
2. To be able to use syntax with 90% accuracy.	2. Record a story on the tape recorder. Allow the child to listen to it then allow him to record the same story on the tape recorder in his own words.	2. Tape recorder Teacher Peabody
3. To be able to use proper syntax with 100% accuracy.	3. Present the child with simple phrases or sentences that are separately rearranged and have him to arrange them verbally and then read them. Example: a. a dog little b. baby fat a c. white a chicken d. hat my pretty is	3. Teacher

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Verbal

Developmental Area--Syntax

Primary

Objectives

Sequential Enabling Activities

Materials/References

Use syntax with

1. Hold up various pictures and have the child state in a phrase or sentence something about the pictures.

Example: Reply: a big cat
 a black cat
 This is a cat.

1. Pictures from the Peabody Kit could be used.

Use syntax with

2. Record a story on the tape recorder. Allow the child to listen to it then allow him to record the same story on the tape recorder in his own words.

2. Tape recorder
Teacher made
Peabody Kit

Use proper
100% accuracy.

3. Present the child with simple phrases or sentences that are separately rearranged and have him to arrange them verbally and then read them.

Example: a. a dog little
 b. baby fat a
 c. white a chicken
 d. hat my pretty is

3. Teacher made

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Behavioral Outcomes Intermediate	Learning Unit Plan	Learning Modality--Expressive Learning Channel --Verbal Developmental Area--Semantics
Behavioral Objectives	Sequential Enabling Activities	Materials/Resources
1. To be able to verbally express himself with 90% accuracy.	1. Give the child some sentences that are not very descriptive. The child is to make the sentences more colorful. Example: Teacher-- The boy has a coat on today. Student-- The boy has a pretty blue coat on today.	1. Teacher
2. To be able to verbally express meaning with 100% accuracy.	2. Give a definition of a word. If a child says the definition is incorrect, allow him to correct it. Example: A carrot is a delicious fruit. Student-- A carrot is a vegetable. An apple is a delicious fruit.	2. Teacher

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel --Verbal

Developmental Area--Semantic

Intermediate

Activities

Sequential Enabling Activities

Materials/References

Verbally express
75% accuracy.

1. Give the child some sentences that are not very descriptive. The child is to make the sentences more colorful.

Example:

Teacher-- The boy has a coat on today.

Student-- The boy has a pretty blue coat on today.

1. Teacher made

Verbally express
100% accuracy.

2. Give a definition of a word. If a child says the definition is incorrect, allow him to correct it.

Example:

A carrot is a delicious fruit.

Student-- A carrot is a vegetable.
An apple is a delicious fruit.

2. Teacher made

Behavioral Outcomes

Learning Unit Plan

Learning Modality--Expressive
Learning Channel---Verbal
Developmental Area--Social

Primary

Behavioral Objectives	Sequential Enabling Activities	Materials/Resources
1. To be able to meaningfully express himself with 80% accuracy.	1. Allow the child to show his friends an article of his and talk to his friends about it. He should be encouraged to use some meaningful sentences.	1. Teacher
2. To be able to meaningfully express himself with 90% accuracy.	2. Allow the child to relate a story to either the teacher or friends in which he is to use meaningful sentences.	2. Student
3. To be able to meaningfully express himself with 90% accuracy.	3. Allow the child to tell others directions to places, rules in school, ballgame activity rules, and other such information in meaningful sentences.	3. Teacher

comes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel---Verbal

Developmental Area--Semantic

Primary

Objectives

Meaningfully
with 80%

Meaningfully
with 90%

Meaningfully
with 90%

Sequential Enabling Activities

1. Allow the child to show his friends an article of his and talk to his friends about it. He should be encouraged to use some meaningful sentences.
2. Allow the child to relate a story to either the teacher or friends in which he is to use meaningful sentences.
3. Allow the child to tell others directions to places, rules in school, ballgame activity rules, and other such information in meaningful sentences.

Materials/References

1. Teacher made
2. Student's story
3. Teacher made

Behavioral Outcomes Primary	Learning Unit Plan	Learning Modality--Expressive Learning Channel--Verbal Developmental Area--Sensory
Behavioral Objectives	Sequential Enabling Activities	Materials/Equipment
1. To be able to verbally express with 90% accuracy.	1. Have a bag with various child oriented articles. Allow the child to reach in the bag and choose one. Then allow him to describe the object to the class.	1. Teaching Aids Bulletin Board
2. To be able to verbally express with 100% accuracy.	2. Divide the students into two groups. Give one side a picture of an object which they must describe and the other side must guess what it is.	2. Teaching Aids
3. To be able to understand word meanings with 100% accuracy.	3. Call out various descriptive words and have the child to name a thing that fits the description. Example: sour - lemon sweet - candy soft - cotton	3. Teaching Aids

omes

Learning Unit Plan

Learning Modality--Expressive Language

Learning Channel--Verbal

Developmental Area--Semantic

Primary

ctives

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cy.bally express
acy.erstand word
0% accuracy.

Sequential Enabling Activities

1. Have a bag with various child oriented articles. Allow the child to reach in the bag and choose one. Then allow him to describe the object to the class.
2. Divide the students into two groups. Give one side a picture of an object which they must describe and the other side must guess what it is.
3. Call out various descriptive words and have the child to name a thing that fits the description.

Example: sour - lemon
 sweet - candy
 soft - cotton

Materials/References

1. Teacher made
Aids to Psycholinguistic Teaching,
Bush & Giles
2. Teacher made
3. Teacher made

MATERIALS

AREA	MATERIALS	DESCRIPTION	C
Reading: Basic Series	1. <u>Palo Alto Reading Program</u>	Programmed, linguistic approach-- beginning reading	\$62.85 K Student Teacher
	2. <u>SRA Basic Reading Series:</u>	Linguistic Approach	\$1.44--\$
	Student Texts	Levels A-F	\$1.44--\$
	Student Workbook	Levels A-F	\$.84
	Teacher's Guide Text	Levels A-F	\$3.10
	Teacher's Guide Workbook	Levels A-F	\$.90
	Reading/Writing Spirit Masters	Levels A-F	\$7.95
	Optional:		
	Cumulative Test A-D	(Set of 25 + guide)	\$2.93
	Cumulative Test A-F	(Set of 25 + guide)	\$2.93
	3. <u>SRA Basic Reading Series:</u>		List
	Student Texts	Levels G-L	\$3.12 \$
	Student Workbook	Levels G-L	1.00
	Teacher's Guide Text	Levels G-L	2.04
	Teacher's Guide Workbook	Levels G-L	1.20
	Optional:		
	Testing Guides	Levels G-L	.40
	Specimen Set	Levels G-L	\$51.20 3

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Alto Reading Program</u>	Programmed, linguistic approach-- beginning reading	\$62.85 Kit Student Reader--\$1.90 Teacher Manual	13
<u>Basic Reading Series:</u>	Linguistic Approach	\$1.44--\$2.34	29
Student Texts	Levels A-F	\$1.44--\$2.34	
Student Workbook	Levels A-F	\$.84	
Teacher's Guide Text	Levels A-F	\$3.10	
Teacher's Guide Workbook	Levels A-F	\$.90	
Reading/Writing Spirit Masters	Levels A-F	\$7.95	
Optional:			
Cumulative Test A-D	(Set of 25 + guide)	\$2.93	
Cumulative Test A-F	(Set of 25 + guide)	\$2.93	
<u>Basic Reading Series:</u>		List Net	
Student Texts	Levels G-L	\$3.12 \$2.34	29
Student Workbook	Levels G-L	1.00 .75	
Teacher's Guide Text	Levels G-L	2.04 1.53	
Teacher's Guide Workbook	Levels G-L	1.20 .90	
Optional:			
Testing Guides	Levels G-L	.40 .30	
Specimen Set	Levels G-L	\$51.20 38.40	

AREA	MATERIALS	DESCRIPTION	
	4. <u>Sullivan Remedial Reading Program</u>	Programmed workbooks for Primary and Int. grades Book 1-14 (Level p-6)	Student appx.
	5. <u>Merrill Linguistic Reading</u>	Linguistic approach Levels 1-3 Language Arts Skills Kit 1-6 Workbooks	\$50.00
	6. <u>Lift Off to Reading</u>	Basal Progressive program Cycles I-III Texts, workbooks, teacher's manual	\$162.00
	7. <u>Distar--Levels I & II</u>	Basic reading program for lower elem. For upper grade non-readers	Teacher Student Teacher Student
Reading Enrichment	1. <u>Conquests in Reading</u> 2. <u>Open Court Remedial Reading Program</u>	Word attack skills For 4th grade and above Total language approach 1 teacher's guide, set of sound flash-cards, word line sentence cards, one pack of penmanship paper Student's text (Breaking the Code), Response cards, word line book Activity Card File from Kindergarten level	

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Sullivan Remedial Reading Program</u>	Programmed workbooks for Primary and Int. grades Book 1-14 (Level p-6)	Student's Wkbk. appx. \$1.00	32 or 4
<u>Merrill Linguistic Reading</u>	Linguistic approach Levels 1-3 Language Arts Skills Kit 1-6 Workbooks	\$50.00	20
<u>Left Off to Reading</u>	Basal Progressive program Cycles I-III Texts, workbooks, teacher's manual	\$162.00	29
<u>Star--Levels I & II</u>	Basic reading program for lower elem. For upper grade non-readers	Teacher-- \$ 50.00 Student-- 67.00 Teacher-- 100.00 Student-- 110.00	29
<u>Conquests in Reading</u>	Word attack skills	\$ 1.72	32
<u>Open Court Remedial Reading Program</u>	For 4th grade and above Total language approach 1 teacher's guide, set of sound flash-cards, word line sentence cards, one pack of penmanship paper Student's text (Breaking the Code), Response cards, word line book Activity Card File from Kindergarten level	10.00 7.00 (per child) \$ 35.00	26 268

AREA	MATERIALS	DESCRIPTION	
	3. <u>Remedial Reading Drills</u> 4. <u>Bowmar Reading Incentive Program</u> 5. <u>Reading--Thinking Skills</u> 6. <u>New Practice Readers</u> 7. <u>Reading Skills Builders</u> 8. <u>Turner - Livingston Reading Series:</u>	Exercises in sound blending Low vocab., high interest, books & records & filmstrips--Intermediate & Jr. High interest level Duplicating masters for levels pp-6 Reading selections & questions designed to improve comprehension skills (levels 2-8) Magazine format with short reading selections & accompanied by comprehension questions Structured daily lessons in 6 workbooks that strengthen skills and understanding of basic social behavior, language, and arithmetic. For Junior High students reading on a 4th, 5th or 6th grade level.	Workbo Teacher

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Medial Reading Drills</u>	Exercises in sound blending	\$ 2.00	14
<u>Lowmar Reading Incentive Program</u>	Low vocab., high interest, books & records & filmstrips--Intermediate & Jr. High interest level		5
<u>Reading--Thinking Skills</u>	Duplicating masters for levels pp-6	3.50	6
<u>Low Practice Readers</u>	Reading selections & questions designed to improve comprehension skills (levels 2-8)	1.50	32
<u>Reading Skills Builders</u>	Magazine format with short reading selections & accompanied by comprehension questions		27
<u>Junior - Livingston Reading Series:</u>	Structured daily lessons in 6 workbooks that strengthen skills and understanding of basic social behavior, language, and arithmetic. For Junior High students reading on a 4th, 5th or 6th grade level.	Workbooks 1.16 Teacher's Guide 1.16 2.70	12

AREA	MATERIALS	DESCRIPTION	
Reading Enrichment	9. Barnell-Loft Specific Skills Series	Exercises designed for practice in comprehension, locating answers, following directions, using content clues, getting facts, working with sounds, using capitalization and punctuation, drawing conclusions, getting main ideas. Different books for each grade level (1-6)	Approx per b
	10. <u>Bowmar Reading Incentive Program</u>	High Interest Supplementary Readers based on incidents from the lives of great athletes Grades 3-9	
	11. <u>Play the Game Series</u>	Forty for Sixty Viva Gonzales Chief Cloud of Dust Ball on Ice Teacher's Guide	
	12. <u>Learning Your Language/One and Two</u>	Sequentially developed and integrated language and literature program that introduces and reinforces communication skills. For Junior High Students with 4, 5, or 6th grade reading levels.	6 Unit B Teacher Comp. C Unit Tes

MATERIALS	DESCRIPTION	COST	CODE NUMBER
rnell-Loft Specific Skills Series	Exercises designed for practice in comprehension, locating answers, following directions, using content clues, getting facts, working with sounds, using capitalization and punctuation, drawing conclusions, getting main ideas. Different books for each grade level (1-6)	Approximately \$1.00 per book	8
<u>Wmar Reading Incentive Program</u>	High Interest Supplementary Readers based on incidents from the lives of great athletes Grades 3-9		5
<u>y the Game Series</u>	Forty for Sixty Viva Gonzales Chief Cloud of Dust Ball on Ice Teacher's Guide	\$ 3.95 3.95 3.95 3.95 1.95	
<u>arning Your Language/One and Two</u>	Sequentially developed and integrated language and literature program that introduces and reinforces communi- cation skills. For Junior High Students with 4, 5, or 6th grade reading levels.	6 Unit Booklet \$ 4.00 Teacher Guide \$ 1.00 Comp. Checks \$ 1.80 Unit Tests \$ 1.36	12

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AREA	MATERIALS	DESCRIPTION	C
Reading Enrichment	13. <u>Alpha-One</u>	Readiness kit with manipulative materials & visual aids--must be teacher directed	\$
Math	1. <u>Stern's Structural Arithmetic</u> 2. <u>Greater Cleveland Mathematics Program</u> 3. <u>Number Concepts--Level 1 & 2</u> <u>Measurement, U. S. Money Level 1-3</u> Step by Step Kit A (Readiness Gr. 3) Kit B (Gr. 4-6) 4. <u>Time Teacher</u>	Levels I-III, Developmental Math Elementary math prog Pupils' texts are write-in text books Duplicating masters Duplicating masters, counting sets, addition, relationships, money, time, measurement, calendar & geometric shapes Plastic Clock	A \$ Pupils' T 1.11 Teacher 3.45- \$

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>ha-One</u>	Readiness kit with manipulative materials & visual aids--must be teacher directed	\$350.00	24
<u>n's Structural Arithmetic</u>	Levels I-III, Developmental Math	Approx. \$200.00	15
<u>ater Cleveland Mathematics</u> <u>gram</u>	Elementary math prog Pupils' texts are write-in text books	Pupils' Texts 1.11- 2.55 Teacher Ed. 3.45- 5.82	29
<u>umber Concepts--Level 1 & 2</u> <u>asurement, U. S. Money Level</u> <u>B</u>	Duplicating masters	\$ 3.50	6
<u>p by Step Kit A</u> <u>ddiness Gr. 3)</u> <u>B (Gr. 4-6)</u>	Duplicating masters, counting sets, addition, relationships, money, time, measurement, calendar & geometric shapes	48.00	6
<u>he Teacher</u>	Plastic Clock	3.75	22
273		274	154

AREA	MATERIALS	DESCRIPTION	
275	5. <u>Distar Math</u>	Group teaching-auditory approach	1 Teacher Student
	6. <u>The Economy Co.</u>	Use of pacers (audio-tape player) and pace tape (tape recording), books for an individualized math program (1-3)	2 Teacher Student
	7. <u>"The Sensorithmetic Program"</u>	Teaching basic number & arithmetic concepts through the use of sensory reinforcement materials	
	8. <u>Fitzhugh "Plus" Program</u>	Teachers handbook of games, ideas and activities to teach arithmetic	
	9. <u>Modern School Math Structure & Use, Houghton, Mifflin, Duncan Series</u>	Grades 1-6	Teacher Student Consumer

AREA	MATERIALS	DESCRIPTION	
MATH	10. <u>Discovering Mathematics</u>	Duplicating Spirits Grades 1-6	
	11. <u>Discoveries in Modern Mathematics</u>	Duplicating Spirits Grades 7-8	
	12. <u>Nongraded Mathematics Basic Ten System of Counting</u>	1-6	
Language Kits	1. <u>Distar Language Dev. Program</u>	Highly sequenced--expressive & receptive language Level I & II	I --Te 10 St II --Te 10 -St
	2. <u>Peabody Language Development Kit</u>	Level I or II Includes visual & auditory training	I — II —
	3. <u>Goal: Language Development Kit</u>	Language dev. based on model ITPA, game type activities	
	4. <u>Sounds & Symbols Development Kit</u>	Sound-symbol discrimination, sequencing, synthesis, analysis & sound practice Primary grades	

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Discovering Mathematics</u>	Duplicating Spirits Grades 1-6	\$ 3.50	17
<u>Discoveries in Modern Mathematics</u>	Duplicating Spirits Grades 7-8	\$ 3.50	17
<u>Integrated Mathematics Basic in System of Counting</u>	1-6	\$ 3.50	17
<u>Star Language Dev. Program</u>	Highly sequenced--expressive & receptive language Level I & II	I --Teacher \$200.00 10 Student 46.00 II --Teacher \$200.00 10 Student 52.50	29
<u>Body Language Development Kit</u>	Level I or II Includes visual & auditory training	I — 57.00 II — 72.00	3
<u>al: Language Development Kit</u>	Language dev. based on model ITPA, game type activities	\$100.00	22
<u>Sounds & Symbols Development Kit</u>	Sound-symbol discrimination, sequencing, synthesis, analysis & sound practice Primary grades	\$117.00	3

AREA	MATERIALS	DESCRIPTION	
Language	Play It Cool in English Magic Cards Blends and Digraphs Plastic Envelopes Turner - Livingston Communication Communication Series The Television You Watch The Phone Calls You Make The Newspaper You Read The Movies You See The Letters You Write The Language You Speak Individualized English/Programed Instruction Set J for Junior High 275	Workbooks that remediate deficient language by using a hip approach (Jr. High Level) Used to stimulate learning of consonant blends and digraphs. To be used with magic cards 138 structured daily lessons in 6 work- books that help the student under- stand the facts, concepts, and opportunities in the world of modern communications. Program diagnoses each student's individual problems in English. Supplementary composition skills are given to remediate the problems.	Teacher Workbo Workbo Teacher

MATERIALS	DESCRIPTION	COST	CODE NUMBER
Why It Cool in English	Workbooks that remediate deficient language by using a hip approach (Jr. High Level)	Teacher's Manual \$ 1.16 Workbook \$ 1.64	12
Magic Cards Sends and Digraphs	Used to stimulate learning of consonant blends and digraphs.	\$ 1.25	16
Plastic Envelopes	To be used with magic cards	\$ 1.10/dozen	16
Lerner - Livingston Communication Communication Series The Television You Watch The Phone Calls You Make The Newspaper You Read The Movies You See The Letters You Write The Language You Speak	138 structured daily lessons in 6 workbooks that help the student understand the facts, concepts, and opportunities in the world of modern communications.	Workbooks \$ 1.16 Teacher's Guide \$ 1.16	12
Individualized English/Programed Instruction Set J for Junior High	Program diagnoses each student's individual problems in English. Supplementary composition skills are given to remediate the problems.	\$ 92.00	12

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AREA	MATERIALS	DESCRIPTION	
Activities	1. <u>Beginning Sounds Levels I & II</u> 2. <u>The Magic World of Dr. Spello</u>	24 lessons each for primary children Phonics & spelling workbook, int. grades	
Visual Perception	1. <u>The Frostig Program for the Development of Visual Perception</u> 2. <u>Perceptual Remediation Inc.</u> 3. <u>Let's Learn Sequence Activity Kit</u> 4. <u>Visual Discrimination Levels I & II</u> 5. <u>Visual Motor Skills Levels I & II</u> 6. <u>Visual Readiness Skills--Levels I & II</u>	For primary children Varied activities for primary & int. children Pictures to arrange in sequential order Duplicating Masters Duplicating Masters Duplicating Masters	

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Beginning Sounds</u> <u>Levels I & II</u>	24 lessons each for primary children	\$ 3.50	6
<u>The Magic World of Dr. Spello</u>	Phonics & spelling workbook, int. grades	\$ 2.00	32
<u>The Frostig Program for the</u> <u>Development of Visual</u> <u>Perception</u>	For primary children	\$105.00/set	12
<u>Perceptual Remediation Inc.</u>	Varied activities for primary & int. children		25
<u>Let's Learn Sequence</u> <u>Activity Kit</u>	Pictures to arrange in sequential order	Approx. \$ 5.00	23 or 17
<u>Visual Discrimination</u> <u>Levels I & II</u>	Duplicating Masters	\$ 3.50	6
<u>Visual Motor Skills</u> <u>Levels I & II</u>	Duplicating Masters	\$ 3.50	6
<u>Visual Readiness</u> <u>Skills—Levels I & II</u>	Duplicating Masters	\$ 3.50	6

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AREA	MATERIALS	DESCRIPTION	C
	7. <u>Body Concept Spirit Masters</u> <u>Levels I & II</u>	Duplicating Masters	\$
	8. <u>Seeing Likenesses & Differences</u>	Duplicating Masters	\$
	9. <u>Parquetry</u> <u>Designs & blocks</u> <u>Designs & colored inch cubes</u> <u>Pegboards, pegs, design cards</u> <u>Tracing designs & paper</u>		\$
	10. <u>Beginning Pictures & Patterns</u>	Workbook of exercises	
	11. <u>Int. Pictures & Patterns</u>	Workbook of exercises	
	12. <u>Advanced Pictures & Patterns</u>	Workbook of exercises	
	13. <u>Teacher's Guides</u>	1 for each level	
	14. <u>Perceptual Testing &</u> <u>Teaching-Winterhaven</u>	Plates for tracing and matching	

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Body Concept Spirit Masters</u> <u>Levels I & II</u>	Duplicating Masters	\$ 3.00	7
<u>Being Likenesses & Differences</u>	Duplicating Masters	\$ 3.50	6
<u>Arquetry</u> <u>Designs & blocks</u>		\$ 6.75	7 or 31
<u>Designs & colored inch cubes</u>		8.25	7 or 31
<u>Pinboards, pegs, design cards</u>		16.75	7 or 31
<u>Tracing designs & paper</u>		7.50	7 or 31
<u>Beginning Pictures & Patterns</u>	Workbook of exercises	.81	12
<u>Intermediate Pictures & Patterns</u>	Workbook of exercises	.90	12
<u>Advanced Pictures & Patterns</u>	Workbook of exercises	.99	12
<u>Teacher's Guides</u>	1 for each level	1.65	12
<u>Conceptual Testing & Teaching-Winterhaven</u>	Plates for tracing and matching	14.00	33

AREA	MATERIALS	DESCRIPTION	
	15. <u>Detect</u> TM	Overhead projector adapter w transparencies & workbooks for visual memory training	Adapt \$ Trans \$ Wbkbk \$
Handwriting	1. <u>Manuscript Workbook Levels I & II</u> 2. <u>Cursive Workbook Levels I & II</u> 3. Handwriting skills are often included in reading and language arts programs such as Distar or the Open Court Program	Erasable Workbook Erasable workbook	\$ \$
Motor	1. <u>Frostig, Move-Grow-Learn Program</u> 2. <u>Perceptual Motor Dev., Fairbanks-Robinson, Levels I & II</u>	Book giving suggestions for activities Complete training kit of geometric shapes and forms	\$ I -- II --

MATERIALS	DESCRIPTION	COST	CODE NUMBER
Detect TM	Overhead projector adapter w transparencies & workbooks for visual memory training	Adapter— \$ 45.00 Trans.— \$110.00 avg. Wkbks.— \$.70	29
Manuscript Workbook Levels I & II	Erasable Workbook	\$ 1.50	18
Cursive Workbook Levels I & II	Erasable workbook	\$ 1.50	18
Handwriting skills are often included in reading and language arts programs such as Distar or the Open Court Program			
Prostig, Move-Grow-Learn Program	Book giving suggestions for activities	\$ 9.96	12
Perceptual Motor Dev., Fairbanks-Robinson, Levels I & II	Complete training kit of geometric shapes and forms	I -- 79.00 II -- 69.00	31

AREA	MATERIALS	DESCRIPTION	
Motor	3. <u>Pathway School Program Eye-Hand Coordination Exer.</u> 4. <u>Perceptual-Motor Teaching Materials ERIE Program</u> 5. <u>Dubnoff School Program</u> 6. <u>Ruth Cheves, Visual Motor Perceptual Teaching</u>	Materials include a ball, roll pen, and target Complete program with many templates Teacher's guide and 11 sets of ditto masters games	Level I II III
Auditory Perception	1. <u>Listening-Thinking Skills Levels I & II</u> 2. <u>Ideal Tape, Classification, Sequence-Opposites</u>	Duplicating Masters Reel to reel or cassette tapes with worksheets	

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Pathway School Program</u> <u>Eye-Hand Coordination Exer.</u>	Materials include a ball, roll pen, and target	\$ 15.00	31
<u>Perceptual-Motor Teaching</u> <u>Materials ERIE Program</u>	Complete program with many templates	\$ 89.00	31
<u>Dubnoff School Program</u>		Level I \$ 14.00 II \$ 12.00 III \$ 10.00	31
<u>Ruth Cheves, Visual Motor</u> <u>Perceptual Teaching</u>	Teacher's guide and 11 sets of ditto masters games	\$ 65.00	31
<u>Listening-Thinking Skills</u> <u>Levels I & II</u>	Duplicating Masters	\$ 3.50	6
<u>Ideal Tape, Classification,</u> <u>Sequence-Opposites</u>	Reel to reel or cassette tapes with worksheet	\$ 30.00	16 or 23

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AREA	MATERIALS	DESCRIPTION	C
	3. <u>Auditory Perception Training</u> 4. <u>Spacetalk</u> 5. <u>Learning with Laughter</u> 6. <u>Audio Flashcards with Language Master</u> 7. <u>Sounds Foundation Program</u>	3 kits--Discrim: Motor includes cassette tapes & ditto masters Series of taped lessons (36) Series of tapes or records lessons with follow-up work activities & games 30 individual lessons Kit with all material needed Language Master with programmed phonetics program Individual lessons in reading & spelling skills 150 lessons	Discrim \$ Memor \$ \$ \$ \$2 \$
	289		

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Auditory Perception Training</u>	3 kits--Discrim; Motor includes cassette tapes & ditto masters	Discrim.— \$ 75.00 Memory— \$ 62.00	7
<u>Facetalk</u>	Series of taped lessons (36)	\$165.00	11
<u>Learning with Laughter</u>	Series of tapes or records lessons with follow-up work activities & games 30 individual lessons Kit with all material needed	\$500.00	30
<u>Audio Flashcards with Language Master</u>	Language Master with programmed phonetics program	\$230.00	10
<u>Sounds Foundation Program</u>	Individual lessons in reading & spelling skills 150 lessons	\$ 12.00	7
		290	162

AREA	MATERIALS	DESCRIPTION	
Games	1. <u>Memory Game</u> 2. <u>Flashcards (Math)</u> 3. <u>Quizmo-Math, Phonetic</u> 4. <u>Puzzles</u> 5. <u>Playtiles</u> 6. <u>Color cubes & designs-- Playschool</u> 7. <u>Dominoes</u> 8. <u>Twister</u> 9. <u>Phonetic Word Builder</u> 10. <u>Phonetic Drill Cards</u> 11. <u>Dolch Word Cards</u>	Matching game for visual memory Sets for +, -, x, ÷ Bingo type game for basic facts Animals, people, jigsaw, etc.	From

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Memory Game</u>	Matching game for visual memory	\$ 3.00	22 or 23
<u>Flashcards (Math)</u>	Sets for +, -, x, ÷	\$ 1.50 each	22 or 23
<u>Quizmo-Math, Phonetic</u>	Bingo type game for basic facts	\$ 2.25 each	22 or 23
<u>Puzzles</u>	Animals, people, jigsaw, etc.	From \$2-\$4	22 or 23
<u>Playtiles</u>		\$ 3.25	22 or 23
<u>Color cubes & designs-- Playschool</u>		\$ 2.00	22 or 23
<u>Dominoes</u>		\$ 2.25	22 or 23
<u>Twister</u>		\$ 6.00	22 or 23
<u>Phonetic Word Builder</u>		\$.75	22 or 23
<u>Phonetic Drill Cards</u>		\$ 2.25	22 or 23
<u>Dolch Word Cards</u>		\$ 1.50	22 or 23

AREA	MATERIALS	DESCRIPTION	
	12. <u>Dolch Picture Word Cards</u> 13. <u>The Winning Touch</u> 14. <u>Password</u> 15. <u>Scrabble</u> 16. <u>Game of the States</u>	Jr. High Jr. High Jr. High Jr. High	0 \$

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Polch Picture Word Cards</u>		\$ 3.00	22 or 23
<u>The Winning Touch</u>	Jr. High		
<u>essword</u>	Jr. High		
<u>crabble</u>	Jr. High		
<u>ame of the States</u>	Jr. High		

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*Costs may be approximate in some instances, but based upon best information at the time of compilation.

AREA	MATERIALS	DESCRIPTION	C
Supplementary Materials	Work for Everyone	Reading books that expose students to daily social interactions.	Book - \$
	Study Lessons in Our Nation's History	Series of workbooks with special emphasis on word understanding for the Junior High	Teacher's \$ Comp. C \$ Unit Test \$ Unit Book \$
	Study Lessons in General Science Introduction to Matter and Energy Living Things Taking Care of Ourselves The Earth and Its Neighbors Substances Around Us Change Work and Energy The Earth and Its Atmosphere How Life is Maintained	Allows students with learning problems to grasp junior high science concepts. Eight sequential booklets.	8 Booklets \$ Teacher's \$

MATERIALS	DESCRIPTION	COST	CODE NUMBER
for Everyone	Reading books that expose students to daily social interactions.	Book - \$ 1.50	28
Lessons in Our Nation's ry	Series of workbooks with special emphasis on word understanding for the Junior High	Teacher's Guide \$ 6.72 Comp. Checks \$ 2.00 Unit Tests \$ 3.92 Unit Booklet \$ 4.00	12
Lessons in General Science duction to Matter and Energy g Things g Care of Ourselves arth and Its Neighbors ances Around Us Change and Energy arth and Its Atmosphere Life is Maintained	Allows students with learning problems to grasp junior high science concepts. Eight sequential booklets.	8 Booklets \$ 7.72 Teacher's Guide \$ 2.10	12
295			296

AREA	MATERIALS	DESCRIPTION	
Supplementary Materials	Civics Revised	Series of workbooks with special emphasis on word understanding for the Junior High	Teacher Com. C Unit Te 7 Unit
	<u>Sound Learning Systems</u>	Reading Skills in the content areas Level 2-6 Color coded High interest Junior High	Not ava
	<u>Maps Unfold the World</u>	Duplicator Workbooks Grades 4-5-6 - 1st half & 2nd half Junior High interest level	
	<u>What Every Young Driver Should Know</u>	High interest level controlled vocabulary for social studies, reading, self- improvement, recreational reading, and safety education	

MATERIALS	DESCRIPTION	COST	CODE NUMBER
ss Revised	Series of workbooks with special emphasis on word understanding for the Junior High	Teacher Ed. \$ 2.00 Com. Checks \$ 1.20 Unit Tests \$ 3.20 7 Unit Booklet \$ 5.58	12
<u>Learning Systems</u>	Reading Skills in the content areas Level 2-6 Color coded High interest Junior High	Not available	9
<u>Unfold the World</u>	Duplicate Workbooks Grades 4-5 - 1st half & 2nd half Junior High interest level	\$ 3.25 each	21
<u>Every Young Driver Should</u>	High interest level controlled vocabulary for social studies, reading, self-improvement, recreational reading, and safety education	\$ 2.95	19

AREA	MATERIALS	DESCRIPTION	
Supplementary Materials	Study Lessons on Documents of Freedom	Series of workbooks with special emphasis on word understanding for the Junior High	Teacher Unit T

AREA	MATERIALS	DESCRIPTION	CO
Supplementary Materials	<u>Current Science</u> <u>Weekly Science</u> <u>Newspaper</u>	Earth, life and science areas are covered. Color photos are used for emphasis in developing the process approaches. High interest, Junior High level	\$ 1 30 issues
	<u>The Young Adventurers Series</u>	High interest develops reading comprehension through enjoyment of exciting plots, appealing content, contemporary topics.	\$ Teacher's Teacher's \$
	World History	Series of workbooks with special emphasis on word understanding for the Junior High	Teacher's \$ Answer Ke Comp. Che \$ Unit Tests \$
	301		

MATERIALS	DESCRIPTION	COST	CODE NUMBER
<u>Science</u> <u>Science</u> <u>per</u>	Earth, life and science areas are covered. Color photos are used for emphasis in developing the process approaches. High-interest, Junior High level	\$ 1.10 per student 30 issues	2
<u>Young Adventurers Series</u>	High interest develops reading comprehension through enjoyment of exciting plots, appealing content, contemporary topics.	\$ 26.73 a set Teacher's Guide Teacher's Guide \$ 2.95	5
History	Series of workbooks with special emphasis on word understanding for the Junior High	Teacher's Guide \$ 2.00 Answer Key .92 Comp. Check Wkbk \$ 2.32 Unit Tests (10) \$ 4.12	12

MATERIALS	DESCRIPTION	COST	CODE NUMBER
ng Ready For Pay Day	3 Books Checking Accounts Savings Accounts Planning Ahead Pre-Vocational and Vocational	\$ 1.00 \$ 1.00 \$ 1.00	28

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PUBLISHERS

Code Number	Name and Address
1	Allied Educational Council P. O. Box 78 Galiien, Michigan 49113
2	American Education Publications Education Center Columbus, Ohio 43216
3	American Guidance Service, Inc. Publishers Building Circle Pines, Minnesota 55014
4	Behavioral Research Laboratories P. O. Box 577 Palo Alto, California 94302
5	Bowmar Reading Incentive Program Bowmar Publishing 622 Rodier Drive Glendale, California 91201
6	Continental Press 127 Cain Street Atlanta, Georgia 30303
7	Developmental Learning Materials 3505 N. Ashland Avenue Chicago, Illinois 60657
8	Dexter and Westbook, Ltd. (Barnell-Loft) 111 South Centre Avenue Rockville Centre, New York 11571
9	Education Research, Inc. 2916 Independence Avenue Shreveport, Louisiana 71109
10	Electronic Futures, Inc. A Division of K. M. S. Industries, Inc. 57 Dodge Avenue New Haven, Connecticut 06512
11	The Economy Company 2033 Monroe Drive, N.E. P. O. Box 13998 Atlanta, Georgia 30324

Code Number	Name and Address
12	Follett Educational Corporation P. O. Box 5705 Chicago, Illinois 60680
	or
	1010 W. Washington Boulevard Chicago, Illinois 60607
13	Harcourt Brace Javanovich, Inc. 757 Third Avenue New York, New York 10017
14	Hegge-Kirk-Kirk George Wahr Publishing Company Ann Arbor, Michigan
15	Houghton-Mifflin Company 666 Miami Circle, N.E. Atlanta, Georgia 30324
16	Ideal School Supply Company 11000 South Laverge Oak Lawn, Illinois 60453
17	Instructo Corporation 200 Cedar Hollow Road Paoli, Pennsylvania 19301
18	Kleeco Publishing Company 600 W. Jackson B Chicago, Illinois 60606
19	Mafex Associates, Incorporated P. O. Box 519 Johnstown, Pennsylvania 15907
20	Charles E. Merrill 1300 Alum Creek Drive Columbus, Ohio 43216
21	Milliken Publishing Company 611 Olive Street St. Louis, Missouri 63101
22	Milton-Bradley Company Springfield, Massachusetts 01101
23	Mississippi School Supply Company 4155 Industrial Drive P. O. Box 1059 Jackson, Mississippi 39205

Code Number

Name and Address

- | | |
|----|--|
| 24 | New Dimensions in Education, Inc.
Jericho, New York |
| 25 | Perceptual Remediation, Inc. |
| 26 | Open Court Publishing Company
Box 599
LaSalle, Illinois 61301 |
| 27 | Readers Digest
Service, Educational Division
Pleasantville, New York 10570 |
| 28 | Frank E. Richard Publishing Company
324 First Street
Liverpool, New York 13088 |
| 29 | Science Research Associates
259 East Erie Street
Chicago, Illinois 60611 |
| 30 | Jam Handy Presentation
% Scott Education Division
Holyoke, Massachusetts 01040 |
| 31 | Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116 |
| 32 | Webster Division McGraw-Hill
Manchester Road
Manchester, Missouri 63011 |
| 33 | Winter Haven Lions Research
Foundation, Inc.
P. O. Box 1045
Winter Haven, Florida |

RESOURCES

SECTION VII

RESOURCES

A. Purpose

To furnish a means of utilizing this resource guide effectively, provisions are made in this section to provide information relevant to federal statutes sections of the Mississippi Code, systems, source locators for listings of texts, periodicals and programs, catalogs of material. Further, listings of organizations providing information and services concerning learning disabilities are made.

B. General Information

1. Careful examination of the preceding sections of this resource guide will save the reader time in developing knowledge concerning:
 - a. Legal aspects of conducting programs for correcting learning disabilities.
 - b. Financing of programs for teaching children with learning disabilities, including the operation of resource centers.
 - c. Definition of a learning disability and a glossary of technical terminology.
 - d. Curriculum guides.
 - e. Recruitment, training and certification of teachers in the field of learning disabilities.
 - f. Effective parent-teacher communications.
 - g. Methodology in establishing and maintaining resource centers, including space and material requirements.
2. Recognition and education of children with specific learning disabilities is a developing process. Recent innovations should be recognized and continuously reviewed, and resource guides should be kept current. The State Department of Education encourages reader comments and suggestions.

C. Federal Statutes and Regulatory Agencies

1. Federal regulations pertaining to learning disabilities programs are delineated in Section I of this resource guide.
2. The key regulatory agency is the Bureau for the Handicapped, Office of Education, Department of Health, Education and Welfare (HEW), Washington, D.C.

D. Mississippi Regulations and State Contacts

1. See Section I of this resource guide regarding state codes and statutes.
2. Information on funding, operation of, equipping, supplying, room designs for resource centers and learning disabilities classrooms, contact the State Director of Special Education, P. O. Box 771 State Department of Education, Jackson, Mississippi 39205.

E. Current Educational Information On Learning Disabilities

The Educational Resources Information Center, known world-wide as ERIC, is a national educational system designed and supported by the U. S. Office of Education.

ERIC organizes current, significant information into an instant, ready-to-use library of reports on learning disabilities, resources and resource centers. This is a research and retrieval system which acquires all reports relevant to education -- from schools, professional organizations, businesses, government agencies, and foreign sources.

ERIC selects new articles for dissemination, prepares abstracts and assigns key words or descriptions so you can select only those articles you need.

This system provides you with information on new articles added to the ERIC collection, through a monthly abstract journal called RESEARCH IN EDUCATION (RIE), and will reproduce articles through the ERIC Document Reproduction Service (EDRS). You can obtain copies when you want them. ERIC supports publication of a guide to periodical literature relative to all areas of education called the Current Index to Journals in Education (CIJE).

For information on locations of ERIC collections nearest you, inquire of the Information and Advisory Officer, State Department of Education, P. O. Box 771, Jackson, Mississippi 39205.

Additional references on ERIC are available from the sources listed below.

1. "How to Conduct a Search Through ERIC," ERIC Document Reproduction Service, LEASCO Information Products, Inc., 4827 Rugby Avenue, Bethesda, Maryland 20014 (ED 036 499, Microfilm \$0.65, Hard Copy \$3.29).
2. "How to Use ERIC," Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (OE-12037-B, \$0.25).
3. "Information Sheets on ERIC," ERIC Document Reproduction Service, LEASCO Information Products, Inc., 4827 Rugby Avenue, Bethesda, Maryland 20014.
4. "Introduction to ERIC;" "How to Use ERIC;" "ERIC Advanced Training Program", National Audiovisual Center (NAC), Washington, D.C. 20409 (Filmstrip and Record - \$5.00); Dr. Allen Lee, Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon 97361 (Tape-Slide, \$30.00).

F. Sources -- Reading and Material, Places and Persons

1. Abstracts

EXCEPTIONAL CHILD EDUCATION ABSTRACTS. Published four times a year, by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. \$50 a year subscription.

2. Books

Anderson, Lauriel E. (ed.) HELPING THE ADOLESCENT WITH THE HIDDEN HANDICAP. California Association for Neurologically Handicapped Children, P. O. Box 604, Main Office, Los Angeles, CA 90053.

Arena, John J. (ed.) **SUCCESSFUL PROGRAMMING; MANY POINTS OF VIEW: Fifth Annual International Conference, Association for Children with Learning Disabilities, February 1-3, 1968, Academic Therapy Publications, San Rafael, CA 04901, 1968.**

Arena, John J. **BUILDING NUMBER SKILLS IN DYSLEXIC CHILDREN. Academic Therapy, San Rafael, CA 04901, 1972.**

Bangs, Tina E. **LANGUAGE & LEARNING DISORDERS OF THE PRE-ACADEMIC CHILD. Appleton-Century-Crofts, Meredith Corp., 1968.**

Bannatyne, Alexander. **LANGUAGE, READING AND LEARNING DISABILITIES: PSYCHOLOGY, NEURO-PSYCHOLOGY, DIAGNOSIS AND REMEDIATION. Springfield, IL, Thomas, 1971. Pages 712 through 746 contain a listing of reading material on all aspects of learning disabilities. Page 14 of this book defines learning disabilities.**

Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare, Washington, D. C. **SELECTED CAREER EDUCATION PROGRAMS FOR THE HANDICAPPED, 1972.**

Basden, B., and Frank Belgau. **A PERCEPTUAL MOTOR AND VISUAL HANDBOOK OF DEVELOPMENTAL ACTIVITIES FOR SCHOOLS, CLINICS, PARENTS, and PRE-SCHOOL PROGRAMS. Charles E. Merrill Publishing Company, Columbus, OH, 1969.**

Bush, Wilma Jo, and Marian T. Giles. **AIDS TO PSYCHOLINGUISTIC TEACHING. Charles E. Merrill Publishing Company, Columbus, OH, 1969.**

Early, George H. **PERCEPTUAL TRAINING IN THE CURRICULUM, Charles E. Merrill Publishing Company, Columbus, OH, 1969.**

Ellingson, C. Careth. **THE SHADOW CHILDREN, Chicago, IL, Topaz Books, 1967. Parents, classroom teachers, and administrators will find this book helpful in translating the clinical literature about children with learning problems into non-technical English, thus serving the very useful purpose of reaching a wider readership that can be obtained with technical publications. Included in the book are a glossary of terms pertaining to learning disorders on pages 97-98, a suggested reading list on pages 99-102, a reference list on pages 102-103, and a comprehensive directory (circa 1967) of many public and private agencies which provide testing, diagnostic, and educational services so badly needed for children with learning disabilities. Pages 175 to 177 list the facilities available in universities and colleges of the State of Mississippi.**

Ellingson, C. Careth and James Cass. **DIRECTORY OF FACILITIES FOR THE LEARNING-DISABLED AND HANDICAPPED: New York, Evanston, San Francisco, London; Harper and Row, 1972. Published simultaneously in Canada by Fitzhenry and Whiteside Ltd., Toronto, 1972. Directory includes analytical descriptions of (1) diagnostic facilities serving a total of more than one-half million children and adults, and (2) remedial, developmental, and therapy programs for about 300,000 individuals. Facilities are listed geographically by states for the U.S., and by Provinces for Canada. This directory contains remarkably thorough and precise information.**

Farrald, Robert R., and Richard G. Schamber. **HANDBOOK I: A MAINSTREAM APPROACH TO IDENTIFICATION, ASSESSMENT AND AMELIORATION OF LEARNING DISABILITIES, Adapt Press, 808 West North, Sioux Falls, SD 57104, 1974.**

Frierson, Edward C., and Walter Burke Barbe. **EDUCATING CHILDREN WITH LEARNING DISORDERS.** Appleton Century Crofts, New York, NY, 1967.

Gardner, Richard A. **THE CHILD'S BOOK ABOUT BRAIN INJURY.** New York Association for Brain-Injured Children, 305 Broadway, New York, NY 10007, 1966. This book is written for the parents of children with brain injury and the children themselves. It is divided into two parts. Part One presents a rationale to parents for the book and Part Two is directed primarily toward the child. It is written in a language and form that the average parent and child can understand.

Gardner, William I. **CHILDREN WITH LEARNING AND BEHAVIOR PROBLEMS: A BEHAVIOR MANAGEMENT APPROACH.** Allyn and Bacon, Longwood Division, 470 Atlantic Avenue, Boston, MA 02210. Spring, 1974.

Gearheart, Bill R., and Ernest P. Willenberg. **APPLICATION OF PUPIL ASSESSMENT INFORMATION FOR THE SPECIAL EDUCATION TEACHER.** Love Publishing Company, Denver, CO 80222, 1970.

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Valett, Robert E. **EFFECTIVE TEACHING.** Fearon Publishers, Belmont, CA, 1970.

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Valett, Robert E. **PRESCRIPTION FOR LEARNING.** Fearon Publishers, Belmont, CA, 1970.

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Valett, Robert E. **REMEDIATION OF LEARNING DISABILITIES.** Fearon Publishers, Belmont, CA, 1969.

Van Witen, Betty. **PERCEPTUAL TRAINING ACTIVITIES HANDBOOK.** New York Teachers College Press, Columbia University, NY.

3. Journals

ACADEMIC THERAPY 1539 Fourth Street, San Rafael, CA 94901. \$14 for a three-year subscription.

THE ARITHMETIC TEACHER \$10 a year subscription. National Council of Teachers of Mathematics, 1201 - 16th Street, N.W., Washington, D.C. 20036.

EXCEPTIONAL CHILDREN, available as part of CEC membership, is also available without membership. \$12.50 per year. Publisher: CEC, 920 Association Drive, Reston, VA. Articles and research all areas of special education.

THE EXCEPTIONAL PARENT, 1225 Pearl Street, P. O. 436-100, Waukesha, WI 53186. \$24 for a three-year subscription. Articles and suggestions for parents.

FOCUS ON EXCEPTIONAL CHILDREN, 6635 East Villanovva Place, Denver, CO 80222.

THE GIFTED CHILD QUARTERLY. National Association for Gifted Children, 8080 Springvalley Drive, Cincinnati, OH 45236.

JOURNAL OF APPLIED PSYCHOLOGY, devoted to original investigations. American Psychological Association, Prince and Lemon Streets, Lancaster, PA 17604 and 1200 Seventeenth Street, N.W., Washington, D. C. 20036. \$24 a year subscription.

JOURNAL OF LEARNING DISABILITIES - Published by Professional Press, Inc., 5 North Wabash, Chicago, IL 50502, issued monthly except June/July and August/September combined. Subscription \$10 annually. Contains articles on program, materials and techniques in learning disabilities.

THE JOURNAL OF READING - International Reading Association, Six Tyre Avenue, Newark, DE 19711. \$15 a year subscription.

THE JOURNAL OF SPECIAL EDUCATION - Publisher: Buttonwood Farms, Inc., 3515 Woodhaven Road, Philadelphia, PA19154; Issued Quarterly - Subscription \$12 per year. This journal publishes articles in all areas of special education. It does, however, appear to be research oriented. There are some very good articles relating to learning disabilities in most issues.

THE POINTER - A journal for special class teachers and parents of the handicapped. Subscriptions run concurrently with the school year. \$5.00 annually, New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210. Journal with practical suggestions in all areas of special education. Readable and methods and approaches easily understood. (Application possible in all types of special education programs.) Articles on instructional programs at all levels.

TEACHING EXCEPTIONAL CHILDREN is published four times a year. (September, December, February and May.) Members of CEC receive as part of membership. It is also available for individual subscription rate of \$7.50 annually from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. This journal is geared toward the classroom teacher and its methods and approaches are easily understood and are applicable to the average classroom situation.

4. Organizations and Agencies

Association for Children with Learning Disabilities (ACLD)
5225 Grace Street
Pittsburg, PA 15236
Phone: (412) 881-1191

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Learning Disabilities Project, Title VI G
Dr. Billye Bob Currie, Director
846 Main Street
Hattiesburg, MS 39401
Phone: (601) 582-5064

Mississippi Association for Children with Learning Disabilities
Mrs. Elly Launius, Secretary
P. O. Box 12083
Jackson, MS 39211
Telephone: (601) 982-2812

State Department of Education
Supervisor of Special Education
P. O. Box 771
Jackson, MS 39205
Telephone: (601) 354-6950

Persons in this office provide a variety of information concerning learning disabilities, teacher certification, and programming. Consultant help is available.

State Special Education Materials Center
P. O. Box 771
Jackson, MS 39205
Telephone: (601) 354-6864

The State Special Education Instructional Materials Center located on the ninth floor of the Walter Sillers Building in Jackson contains materials produced to help children with learning problems. It was organized for the purpose of lending these materials to the special education teachers, giving them an opportunity to use and evaluate items before purchasing them. A bibliography of materials in the SEIMC, **LEARNING AIDS: A BIBLIOGRAPHY FOR SPECIAL CHILDREN**, may be obtained from Educational Media Services, Division of Instruction, State Department of Education, P. O. Box 771, Jackson, MS 39205.

- a. **LEARNING AIDS: A BIBLIOGRAPHY FOR SPECIAL CHILDREN**
- b. **LEARNING IS ACTIVITY: A BIBLIOGRAPHY FOR SPECIAL CHILDREN**

Both of these pamphlets are published by Educational Media Services, Division of Instruction, State Department of Education, P. O. Box 771, Jackson, MS 39205.

The following policies have been prepared for making the SEIMC accessible:

- (1) Materials may be borrowed by Mississippi schools which have organized classes in Special Education, or with the approval of the Special Education Office, State Department of Education.
- (2) The loan period is one month. Requests for materials should be mailed to the above address, or materials may be picked up in Room 901 of the Walter Sillers Building in Jackson. Orders by phone will also be accepted. The number is 354-6864. The State Department of Education's Professional Library offers a special collection of books, periodicals, films and other audio-visual materials in the area of education. The services of the library include: A two week loan period on all books and films to graduate students, teachers, administrators and Department of Education Personnel; and inter-library loans to all librarians; unrestricted use of materials within the library; and audio-visual and school library consultative services. The library is located in Room 901 of the Walter Sillers Building in Jackson. Books and films will be mailed on request with the recipient paying only the return postage. The address of the Professional Library is: Educational Media Services, Division of Instruction, State Department of Education, P. O. Box 771, Jackson, Mississippi 39205.
- (3) Materials which cannot be mailed must be picked up by the schools. Materials that can be mailed will be mailed from the center. The receiving school will pay only the return postage.
- (4) Each borrower is required to fill out an evaluation form to be returned to the SEIMC after the materials have been used.

5. Universities and Colleges Offering Courses in Learning Disabilities

Alcorn University
Dr. Fritz Hjermstad
Department of Special Education
Lorman, MS 39096

Delta State University
Dr. Ralph Brown
Chairman, Special Education Department
Cleveland, MS 38732

Jackson State University
Dr. Rose McCoy
Chairman, Special Education Department
Jackson, MS 39205

Mississippi University for Women
Dr. James Hunt
Coordinator of Special Education
Columbus, MS 39701

Mississippi State University
Dr. Ladean Ebersole, Director
Special Education, Drawer AC
Mississippi State, MS 39762

Universities Center
Dr. W. R. Burris
Chairman, Special Education Department
3825 Ridgewood Road
Jackson, MS 39205

University of Mississippi
Dr. James Mann, Chairman
Department of Special Education
University, MS 38677

University of Southern Mississippi
College of Education and Psychology
Office of Special Education
Dr. W. V. Plue, Chairman
Hattiesburg, MS 39401

6. Tapes and Pamphlets

The Council for Exceptional Children, CEC, Information Center on Exceptional Children, 1920 Association Drive, Reston, VA 22091. This organization has available a variety of career education materials, both written and taped, at reasonable prices.